

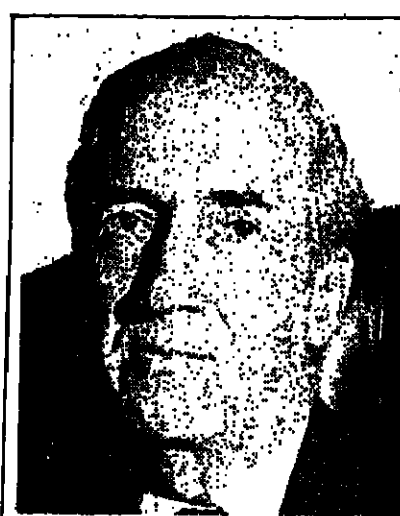
## PERSONAL COLUMN

I recently received a telephone call from an education correspondent of *The Daily Telegraph*. She wanted to know if there was a consensus on the Kingman Committee in favour of a return to the teaching of grammar. This is one of those impossible questions, rather like being asked if you have stopped beating your wife.

I explained that the Kingman Committee has yet to assess the considerable amount of evidence it has received, and that no firm decisions have been made. When pressed to give her my opinion, I tried to explain the difference between learning old-fashioned grammar and learning about language in the 1980s. I talked about my admiration for teachers who help children to develop their own writing skills.

The resulting feature in *The Daily Telegraph* reported that when "grammar" was mentioned I winced, and that I was strongly opposed to children learning "correct" usage. Those who recall my Black Paper days will be amused to hear that I have been receiving letters from right-wing readers of *The Daily Telegraph* accusing me of being a rabid progressive.

This incident recalled my problems during the extraordinary furore which greeted the publication of the first Black Papers in 1969. Mr Edward Short, then Labour Secretary of State for Education, called their publication the blackest day for education for 100 years. Many people have told me that the Brian Cox who writes this personal column does not seem to be the same person as C B Cox, the ultra-conservative authoritarian who edited the Black Papers. The myths created



BRIAN COX

by the newspapers about the pamphlets were often in contradiction to what they actually said. People who have read them sometimes tell me nothing in them would have offended Mr Attlee or Mr Gaiskell.

If you ask someone in education today to sum up the message of the Black Papers they might offer the following propositions. The Black Papers were opposed to all forms of comprehensive schools. They advocated a return of the 11 plus. They regarded progressive education as responsible for the decadence of the permissive society, and wanted a return to rote learning. They were against expansion in higher education.

None of these statements is true. We agreed that purpose-built comprehensives with an adequate sixth form and a varied social mix of children would probably prove successful. We objected to a universal system of 11-18 comprehensives because many sixth forms would be too small and because city neighbourhood schools would drive middle-class parents to buy houses in more favoured areas. Have we been proved wrong?

I found it difficult to persuade the media to report these arguments. Newspapers and television thrive on a theatrical clash of personalities and issues, and, as Dr Owen and Mr Steel have just discovered, the middle ground disappears. Even today journalists still talk about the battle between

# Looking Black

'We destroyed a dream... and broke a taboo... we wanted the best of formal and informal methods of teaching'

grammar schools and comprehensives, while the real problem is to decide which among the variety of existing comprehensive systems is most suited to particular areas.

The Black Papers were in favour of selection in some localities, but thought that it should not take place before the age of 13. I still think that by the age of 13 or 14, most children clearly establish different needs and aptitudes, and that the truancy and indiscipline typical of many in the 14-16 range often result from inappropriate schooling.

Perhaps most outrage in the newspapers was directed at the Black Papers criticisms of progressive education. We destroyed a dream. There was a great surge of utopian optimism in education in the 1960s. The Black Papers broke a taboo when they asserted that A S Neill was ridiculous to say that children are "innately wise and realistic". The Black Papers wanted the best of formal and informal methods of teaching, a linking of creativity with the discipline of craft. In the 1970s the disastrous effects of too much self-expression in schools were highlighted by the controversy over William Tyndale school; since then more balanced views have prevailed. I have always wanted children to experiment imaginatively in verse and prose, and in the 1960s my journal, *Critical Quarterly*, organized poetry competitions for schools.

The problems of progressive education

are usually transformed in the popular press into a story about a decline in standards. At the London press conference for the second Black Paper, we had a one-hour discussion of major education issues, during which I mentioned briefly that standards of entry to the teaching profession were too low. The next day this was the "story", and many of our substantial arguments were not mentioned. The word "story" is continually misused on television news, as if a sensational narrative is more important than the major issues.

Student sit-ins and demonstrations were headline news in the late 1960s, and in the Black Papers I expressed my anger at these events. Among parents and politicians the image of the universities was changed radically, and this has been a prime reason for the financial cuts. As television focused on mindless chants and struggling mobs, the public lost faith in the civilizing qualities of liberal education. My teaching and writing in subsequent years have been an attempt to reverse this process. I'm glad that Mr Baker has countermanded previous Conservative policy, and now agrees that universities should accept more students as we move towards the 1990s.

This is my last article for this column. At a lunch recently with a group of teachers I started a favourite anecdote. After two sentences I recalled that I had already published it on this page. I've now printed every joke about education I know, and it is time for a change. I have regarded it as a great privilege to address teachers directly, instead of seeing my views perverted in the popular press.

## NEXT WEEK

Future shock  
John Pearlman on the Great Education Reform Bill

Imperial propaganda  
Pamela Horn scans Victorian textbooks

Growing up  
David Haggie talks to Bruno Bettelheim

Parrots in peril  
Mary Cruickshank reports on Zoo Month

# THE TIMES Educational Supplement

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## Disabled union official 'victimized by ILEA'

Teachers in the London borough of Hackney are threatening indefinite strike action early next term over the alleged victimization of their disabled union representative.

Mr Richard Riser, who teaches geography at Hackney Downs secondary school, has been nominated for compulsory redeployment, although his employers, the Inner London Education Authority, have backed down on their original plan to send him to a day school in Tower Hamlets with what an ILEA spokesman called a "rickety lift".

Mr Riser, a polo victim, is joint secretary of the National Union of Teachers in Hackney, and is a former general secretary of the Inner London Teachers' Association.

He has taken out a formal grievance against the authority and his supporters say he should not be on the list for possible movement until his complaint is determined. Hackney NUT will ask in national officers to approve strike action if the demand is not met.

The authority's assurance that Mr Riser is unlikely to move in the foreseeable future because a suitable school cannot be found is said to be not enough. But the ILEA is unlikely to this kind of challenge. Appeals against the redeployment exercise can only be made on the grounds of procedure, says the local NUT.

Mr Riser has been at Hackney for nine years. One of the school's nine surplus teachers. He does not teach full-time, but spends one week on school and one on his own responsibilities.

He believes he was selected for redeployment because of his disability and union and political views. He is a member of the left-wing Rank and File group within the NUT, and has attracted criticism over the Police Out of Schools Campaign run by Hackney teachers.

Mr Riser did not volunteer to move, before the redeployment exercise. Involving nearly 870 teachers entered the compulsory phase.

As ILEA spokesmen would not comment on the grievance complaint, the authority believes the redeployment exercise has been a success.



A special plea: youngsters, parents and teachers demonstrated outside the Inner London Education Authority's headquarters on Tuesday over plans to integrate special needs children into mainstream schools which - they say - could lead to special schools "virtually disappearing" in the next 10 years.

## Baker rejects demand for GCSE payments

by James Melkle

The Government has refused teachers' demands to be paid for assessing GCSE coursework.

Mr Kenneth Baker says teachers have already had a "very substantial" pay increase and should not be paid twice for normal school duties.

His remarks come in a letter to the Association of County Councils which wanted clarification before continuing talks over assessment payments. Such payments would have meant further big increases in authorities' exam fees.

But secondary school teachers responsible for the GCSE will be furious. Some CSE and GCE assessment has been paid for (although at token rates), but the exams have now come to an end.

The unions have demanded payments for GCSE course assessment on the grounds that it is extra work for the private exam boards.

Teachers have already been doing it "for free" and it remains to be seen whether their stomach for it will lead to GCSE assessment being included in the work-to-contract hours-counting, which is planned by the big classroom unions next term.

Mr Baker's views are based on clause 10 of the new teachers' contract. This requires teachers to participate

in arrangements for preparing pupils for public examinations and in assessing pupils for the purpose of such examinations.

The Education Secretary says assessment has become an integral part of teaching and learning, and exam groups should seek to avoid double payments for GCSE work. He also argues that improved pupil-teacher ratios are making more time available for teachers.

He recognizes, however, that the marking of final exam papers and moderation for exam groups is additional work. The exam groups are happy to discuss improvements in payments already made to teachers and other volunteers.

The Midland Examining Group has set a subject entry fee of £10.50 for GCSE exams, a 50 per cent increase on this year's O level charge. However, that could curb the number of children being entered for exams.

Meanwhile, as the debate over future negotiating rights for teachers continued this week, the Prime Minister told the House of Commons: "I believe the majority of teachers would welcome a no-strike agreement."

The National Association of Schoolmasters/Union of Women Teachers staged more selective strikes this week, but Mr Nigel de Grandpré, its

deputy general secretary, said the idea was worthy of consideration, providing pay was first returned to 1974 levels and index-linked.

The National Association of Head Teachers this week submitted its detailed proposals for separate negotiations. They are based on police board models, with one overseeing board and two committees, one discussing heads' and deputies' pay and the other ordinary teachers' pay.

Inner London Education Authority teachers who refuse to cover for absent colleagues next term face big pay deductions. The controlling Labour group on the ILEA this week approved pay docking rates ranging from a few pounds to more than £43 a day.

The ILEA says teachers in primary schools should cover for one day and secondary teachers should be ready to cover for up to three lessons a week, which is less onerous than the Government's demand for three-day cover.

New Government requirements over the length and timing of the school year have meant schools in Lancashire have had to "use up" occasional days. As a result some schools have closed eight days earlier than planned while others "lost" holiday rather than give up school activities.

## Religious school critic threatened

by Sue Surkes

The president of the National Secular Society has claimed she was subjected to a campaign of abusive telephone calls, obscene letters and death threats after opposing an ultra-orthodox Jewish primary school's bid for voluntary status.

Writing in this month's issue of *The Freethinker*, Ms Barbara Smoker defends the memorandum she rushed out to members of the Inner London Education Authority before they were due to discuss an application for voluntary aided status for the girls' primary school of the Yeshiva Mizrachi School in Stamford Hill. The application was eventually turned down.

The memorandum stressed that public funding of the school would be divisive and would lead to a proliferation of applications on behalf of other religious schools. The proper route would be for Parliament to start phasing out the funding of denominational schools of every kind.

The memorandum went on: "The very fact that they [ultra-orthodox Hasidic families] average seven children seems, to the National Secular Society, a good argument for them to be exposed to some responsible sex education, including information on the world population problem and the overcrowding of this country."

Ms Smoker then wrote to *The Jewish Chronicle*, calculating that 800 Hasidic couples would produce some 300 million descendants over 180 years.

## NOTICEBOARD

## CONFERENCES

July 15  
Progression into Engineering: building bridges between education, training and employment, at the University of Surrey, Fee £31. Details from Mrs Hattie Hill, Department of Educational Studies, University of Surrey, Guildford GU2 5XH.

July 19  
The education of Bangladeshi children at Toybee Hall, 28 Commercial Street, London E1 to discuss the all-party parliamentary select committee report. Details from the National Convention of Black Teachers, PO Box 30, Pinbar, Middlesex HA5 5HF.

June 20  
National Society for Education in Art and Design (London and Home Counties) conference at the Chartered Society of Designers with Dr A Dyson and Mr Martin Lewis. Tickets from 5 Lippocott Street, London SW4 9LS.

July 24-26  
Student-centred learning at the Lucas Institute, Birmingham, with Dame Brandes, National Institute, Chicago. Details from Helen Hadley, 127 Station Road, Kings Heath, Birmingham B14 7TA.

July 25-28  
Culture, society and the role of schools. World-wide Education Service centenary conference at Easthampstead Park, Wokingham, Berkshire, with Angela Rumbold, Brian Arthur, John Tomlinson and Tudor David. Workshops will be

held on curriculum planning and humanities in the primary school. Details from Therina Reynolds, WES, Stroke House, 44-50 Canburgh Street, London NW1 3NN.

September 17  
The source of controversy, an Economics Association sixth-form conference at Queen Mary College, London, on techniques of answering a level question: "Discuss the relationship between unemployment and government expenditure." The speakers will be Michael Beesstock, Richard Layard, John Entwistle, Ben Fines, Peter Mansfield and Peter Smith. Fee £2. Applications to Mr E Jones, 53 Cannon Lane, Pinner HA5 1HN as soon as possible.

July 19-23  
Dance summer school and teachers' course at Bedford College of HE organized by the Dance and the Child International and open to individuals and groups of young people under adult supervision. Details from Sarah Stevens, Bedford College, Lansdowne Road, Bedford MK40 2BZ.

July 20-24  
Elisaville's communication for teachers, therapists, instructors and others concerned with appraisal or use of Elisaville's symbol communication for children with a physical disability, at Castle Priory College, Wellingford, Oxfordshire. Details from the principal.

July 25-28  
Following a Microelectronics Education Development Unit course for teachers on Satellite Remotely Sensed Data, an East Midlands users' group has been set

September 11  
Training - needs databases within further education, a workshop on the system developed by Burton upon Trent local collaborative project, at the Riverside Inn, Burton upon Trent. Speakers include Paul Tranter, John Appleby and Peter Feams. Details from the Industrial Liaison Unit, Burton upon Trent technical college, Lichfield Street, Burton upon Trent, Staffordshire DE14 3RL.

Handicapped children's library  
The National Library for the Handicapped Child will re-open on August 17 in new premises at the University of London Institute of Education, Dorset Square, 22 Bedford Way, London WC1H 0AJ.

up to publish a newsletter and keep courses in touch.  
Interested teachers should contact Barry Benson, MEDU, Bishop Grosseteste College, Newport, Lincoln LN1 3DY.

Behaviour difficulties  
Teachers' strategies in coping with behaviour difficulties in first-year junior school children by Alice Laing and Maurice Chazan is available from the Association of Workers for Maladjusted Children, Westhill College, Selby, York, YO23 6JL, price £4 including postage.

A review of childminding research  
A guide to 20 years of childminding research in Britain by Peter Moss, published by the Thomas Coram Research Unit, 41 Brunswick Square, London WC1N 1AZ, price £2.

CRIST  
A National Council for Voluntary Services booklet on how these services can help in the youth service can take advantage of £5.50 from WQS-Wallington House, 25 Milton Street, Leicester LE1 6BQ.

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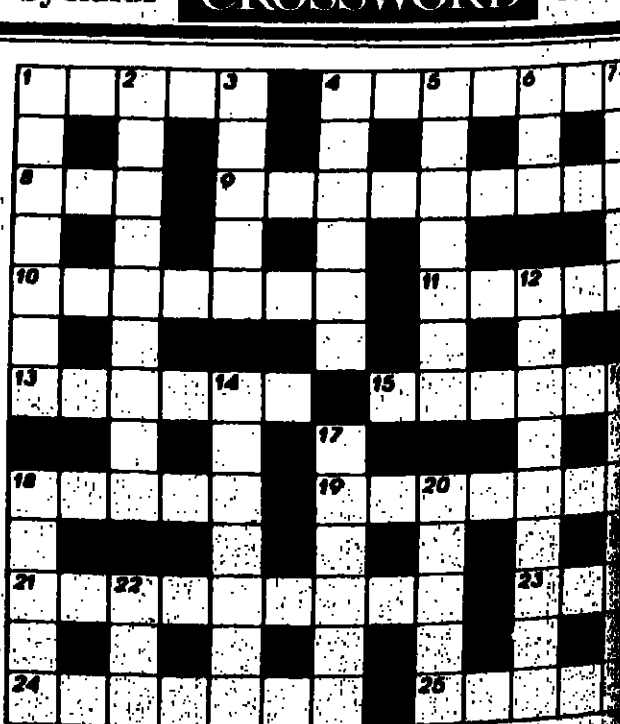
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by Rufus

CROSSWORD No 313



## Across

1 Demolition of impregnability (5)  
4 Regimes the best determined (6)  
6 French born (5)  
9 There's no end of this here (4, 2, 3)  
10 Workmanlike sing-a arrangement (7)  
11 Girl in the pool (5)  
13 Didn't work for no (6)  
15 King Lear (6)  
18 Cook and sow (5)  
19 Demands it also be found out (7)  
21 Vesting in (5)  
23 Low form of eight (5)  
25 What's the whole lot (7)

## Down

1 Can come up in long but (7)  
2 Upsets open containers (5)  
3 Load music my adventure (5)  
4 One way of understanding a decision (6)  
6 Wicked, like the criminal mind (7)  
8 Batter with butter (5)  
9 In the bunker? (5)  
11 Joy ride? (7)  
14 Be a dead, sinister agent (7)

## 25

Sally's musical box? (5)

17 She has a change of heart (5)

20 The rate at which occurs the (5)

22 Take a corner (5)

Solution to puzzle 312

1 Across

1 Down

2 Across

2 Down

3 Across

3 Down

4 Across

4 Down

5 Across

5 Down

6 Across

6 Down

7 Across

7 Down

8 Across

8 Down

9 Across

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25 Down



## No better when spelled out

In the next few days, a succession of consultative papers are expected from the Department of Education and Science, inviting comments on the provisions of the forthcoming Education Bill. Last week the first of these (page 5) was scrambled by a sudden decision to publish on Thursday, which caught everyone including the DES press department and *The TES* (which goes to press on Wednesday), on the hop.

It cannot be said that the document itself adds much to what ministers have already said. Nor does it make any more sense of the proposal. It sets down the present arrangements under Section 15 of the Education Act, 1980 which allows the local authority (or in the case of aided schools, the governors) to promulgate fixed admission limits. These limits may be up to 20 per cent lower than the standard number for each school, more if the DES agrees. The standard number usually takes as a baseline the number admitted in 1979-80.

It is this arbitrary figure which the new Bill will adopt as the basis for its own open enrolment rules. Schools will be required to admit pupils on demand up to the 1979 figure and the local authority will be obliged to accept this. The paper says nothing about funding, but it will obviously have to be read carefully in the light of the forthcoming paper on local financial management and the formula funding of schools on a per capita basis.

Forecasts of pupil numbers will become more problematic if open enrolment leads to more mobility within the system. Formula funding will have to ensure that funds follow pupils to the popular schools — and from those which are losing numbers — as quickly as possible, so the small print of Mr Baker's rules will be very important. Open enrolment, coupled with national curriculum-led staff, looks expensive. No doubt those who respond to the

Secretary of State's invitation, and tell him what they think of his idea, will spell this out. There is nothing in the document about staffing. Authorities like London which are now in the throes of a belated relocation exercise, will look closely at the consultative paper for an indication of how their lives would be complicated if they were faced by more, and less predictable, movement within the system.

If, that is, it makes any sense hereafter to talk about a "system" at the local level. Open enrolment means the negation of planning. Any body — a voluntary organization just as much as a local authority — responsible for more than one school serving a single area, would be bound to make plans about catchment areas and pupil numbers if they wanted to use their physical plant and human resources to the best advantage. That is to say, they would be bound to intervene — to apply human intelligence to the achievement of the best results, rather than leave it to the free and unfettered operation of a quasi-market. But leave it to the market is what they will now have to do. Planning will, in future, be retrospective; a matter of picking up the bits and piecing together the bankruptcies after the consumers have made their educational purchases.

Mr Baker's consultative document is not obliged to argue the case for the changes which are now proposed — the argument (such as it was) took place in the election campaign and the fiction is that the principle has been decided by the voice of the people. But the consultative paper does relapse into the argumentative mode in paragraph 3, when its authors opine that "The widespread use of the flexibility available under the 1980 Act... has often inhibited and delayed necessary rationalization...". This may be true. What is certain, however, is that

the open enrolment (coupled with the opting out provision) will reinforce not reduce the inhibitions against rationalization. After all, if you cannot plan the distribution of school places between a number of schools, how can you rationalize? And who is going to go through the political and administrative hassle of restructuring a local education system if it is Government policy to do away with all systems — ie interlocking arrangements for primary and secondary schooling which assume a rational distribution of human and physical resources across a whole area?

If open enrolment represents the negation of school planning, the consequences will be seen, as Anne Sofer points out on the back page, in what happens to plans to take surplus places out of operation. Does the Treasury realize that this legislative change will put a blight on all plans for restructuring, closures and mergers? Already it looks as if the Government intends to go ahead with a Rate Support Grant settlement which includes a totally unrealistic figure for the savings which authorities can be expected to make by taking surplus places out of use. Open enrolment legislation will cause the split between Treasury hopes and what happens on the ground to widen even more. The facts speak for themselves. Mr Baker, the pragmatist, must understand this, even if Mr Baker, the loyal acolyte of the Prime Minister, shuts his eyes to the facts.

This proposal as it stands is going to raise costs and lower efficiency. It could be improved by laying down planning principles which could be invoked to limit the unfettered exercise of market forces. But planning principles are anathema in the present climate. The people on whom a lot of the strain will fall will be heads. Stand by for even more early retirements. Stand by, too, for the national curriculum paper which Mr Baker settled on Tuesday.

## Second opinion Time to reshape the sixth form

If there is one element in the new Education Bill which has wide support in all parties, it is surely the introduction of a national curriculum.

Most discussion of the national curriculum has concentrated so far on the primary stage, which is natural enough since there are more primary school children than secondary and more primary schoolteachers in the two big unions than secondary. Nevertheless, Mr Baker might do worse than start at the other end of the age range with the sixth form.

Everybody has agreed for years that the sixth form needs a broader curriculum. The effect of early specialization spreads right down the school so that future doctors (and even more, future vets) have to concentrate more and more, earlier and earlier, on pure science, in order to beat the competition for university places.

Future doctors in Germany do not. No one would design such a process of education, yet no one has been able to change it. The schools tried in 1960 with the "agreement to broaden the curriculum", and failed. The school chancellors tried and failed in 1962. In 1966 the Schools Council tried and failed with "major" and "minor" subjects (now revived as AS levels) and in 1967 with "principals" and "electives".

When these were also rejected either by the schools or universities, the two got together and the Schools Council and Standing Conference on University Entrance put forward joint proposals ("qualifying" and "inter", rejected in 1971 and replaced by "normal" and "further" in 1973).

There has, therefore, been no lack of consultation, only the lack of any national body capable of implementing even a widely agreed solution.

Nor would there be any difficulty in proceeding gradually — through limited experiments. Small numbers of British students already enter our universities with preparation and qualifications very different from the familiar three A levels: the International Baccalaureate or European Baccalaureate.

Way back in 1979 the Schools Council set up a working party to study the feasibility of a limited, monitored, four-year experiment with the International Baccalaureate in 30 English schools and colleges. Again, there was general agreement and 45 schools and colleges volunteered to participate. A survey of the small number of 18 entrants who by then had already completed first degrees, showed that they did marginally better than those who entered with A levels, but against the working party's recommendation to proceed with the experiment, they rejected.

There is no reason at all why a limited experiment of this kind, conducted perhaps by the GCSE board in consultation with the International Baccalaureate, should not be renewed. The preliminary discussions have been held and the evidence from nearly 300 graduates who entered with the broader pattern of qualifications is now much more substantial and equally encouraging.

Above all, those participating in it are monitoring the experiment — and know that there was at least a 50 per cent chance of its results leading to action. For it is surely the pattern and not the detail which a national curriculum should prescribe, and the sixth form is the area where the pattern is least widely agreed to be in need of reform.

A D C Peters

Alec Peters is a former director of the Schools Council, and is now a consultant to the Schools Council.

Barry Hugill tests the mood of l.e.a. officials gathering in Lancaster for their annual conference

## Labour and Tory unite over Bill

Senior Labour local government politicians are prepared to "tone down" their criticism of Mr Kenneth Baker's forthcoming Education Bill in an attempt to forge a "united front" with Tory councillors worried that the Bill will strip them of many of their powers.

The Council of Local Education Authorities conference in Lancaster this week has seen a number of meetings between the two sides in an attempt to iron out differences over strategy.

The united front proposition first came from Mr Philip Merridale, the Tory education spokesman on the Association of County Councils. Some two weeks ago he approached Mr John Peerman, the then Labour education spokesman on the Association of Metropolitan Authorities, with a proposal for joint action.

Mr Peerman's successor, Mr Neil Fletcher, the ILEA leader, has responded enthusiastically to Mr Merridale's gesture and has indicated that he is ready to make compromises in the future of unity.

Mr Merridale has made it clear to Mr Fletcher and his Labour colleagues that he will have no part in any campaign of root and branch opposition to the Bill. He will, however, work with them to point out the administrative difficulties that could arise if Mr Baker attempts to implement his opting out plans without full consultation with the local authority associations.

There have been signs in the past couple of weeks that the Minister is worried about the management of the education system once his Bill becomes law. He has held a series of informal meetings with local authority education officers asking them for advice on the drafting of the legisla-

tion. The Labour-controlled AMA instructed its officers this week not to assist the Government with drafting legislation and warned its member authorities that their officers might also be approached for help by the DES.

He has also told Mr Merridale that he would welcome suggestions from both local authority associations about the most effective way to phase in his changes.

Mr Baker's latest idea is to use the local authority advisers and inspectors to "police" the national core curriculum with its attendant testing of pupils at the ages of 7, 11, 14 and 16.

This could not work without the co-operation of the l.e.a.s and is seen by several local government politicians as an indicator that the Minister will have to listen to them.

Mr Baker is due to speak to the CLEA conference today and it is anticipated that he will express a willingness to listen to "constructive advice" from the local authorities.

Mr Fletcher said on Tuesday that he had a great deal of sympathy for Mr



Philip Merridale: initial gesture

Merridale's view. "The general election has obviously changed things and I for one have no intention of retreating to the trenches throwing grenades. We obviously need to compromise."

At last year's CLEA conference, Mr Fletcher was instrumental in the formation of the Campaign for Local Education. He hoped the campaign would unite the AMA and the ACC in opposition to Mr Baker, but it was effectively killed when the ACC re-



Neil Fletcher: ready to compromise

fused to participate in what was clearly an overtly political, anti-government, pressure group.

The need for a unified local government response to Mr Baker was an important theme at last weekend's Society of Education Officers conference in Manchester. Dr Bill Stubbs, the ILEA chief officer, urged the creation of a "strong national voice representing the local education service".

## 'Bunker' mentality will deter ablest

Bright people will not want to become teachers if Mr Baker legislates for a centrally controlled national curriculum, a senior academic warned this week.

Dr Harry Judge, the director of the department of educational studies at Oxford University, told the conference that teachers in future would be "backed to a national curriculum in the worst traditions of centralized countries".

He feared Mr Baker's legislation would turn teachers into "an oppressed bureaucracy" and that the most able graduates would not be prepared to enter teaching.

He predicted a serious shortage of teachers by the 1990s.

The Government was intent on introducing the worst features of the American school system, without considering the problems that had arisen in the USA and other countries with a central-

ized curriculum, he said.

"Our masters seem as insulated from such experience in other countries (unless it is thought to happen in West Germany or Japan) as they are from the experience and commitment of those who at present have the painful responsibility of maintaining the quality of the system in this country. The power is at present in the hands of an educationally isolated directorate in a politically impregnable bunker."

## Fletcher denounced as 'cut-throat careerist'

Mr John Peerman, the newly-ousted education spokesman for the Labour-led metropolitan councils, this week made an astonishing personal attack on his successor, Mr Neil Fletcher, leader of the Inner London Education Authority, *James Meikle writes*.

"What he has done is classic, political back-stabbing of the first order," Mr Peerman said. "It is his stock-in-trade. People need to recognize cut-throat careerists for what they are." Mr Peerman, who led the employers' side during the last year of the teachers' pay dispute, was defeated by 19 votes to 7 last week in a secret ballot for the chairmanship of the education committee of the Association of Metropolitan Authorities.

Only last month Mr Fletcher triumphed over Ms Frances Morrell in a contest for the ILEA leadership. After his latest victory, Mr Fletcher was careful to avoid a slanging match, paying tribute to Mr Peerman's hard work and commitment. "The education service owes him a lot."

Mr Peerman, stung by newspaper reports about an attack he made on the then Shadow education spokesman, Mr Giles Radice, claimed he had been the victim of a "stitch-up". He said he had never openly criticized Mr Radice and "a letter I wrote to Neil Kinnoch in a very carefully structured language was quite deliberately and mischievously leaked to the media."

Colleagues of all parties and officials were distressed that Mr Peerman did not always spell out what was going on in the pay talks. But Mr Peerman defended his style alleging that what was reported to colleagues "had a habit of leaking."

## COMMENT

### Beyond Burnham

On Monday, Mr Kenneth Baker received a delegation from the Professional Association of Teachers to discuss among other things, alternatives to Burnham. And last week the National Association of Head Teachers outlined its own suggestion to the other teachers' associations.

After the PAT meeting, the radio waves picked up idle talk about "no-strike" agreements. Peter Dawson was wheeled out to put PAT's view (which, needless to say, favoured not striking) and an hour later, Mr Nigel de Gruchy of the National Association of Schoolmasters' Union of Women Teachers delivered the conventional response, which was that if only Mr Baker would give the teachers the 1987 equivalent of Houghton, with guaranteed indemnity to ensure future rises in line with average earnings, there would be no need for anything so crude as a no-strike clause.

The promised Green Paper is expected soon, but there is still no indication which of the range of options it will rehearse the Government favours. Some reports have suggested that Mr Baker wants an independent review body to which the Treasury (and Mrs Thatcher) are vehemently opposed. This opposition rings true. Such review bodies have always been regarded as objectionable by Treasury ministers because, even if the ultimate decision (as in the case of Top People and nurses), remains with ministers, they generate a formidable moral pressure. Moreover, they are likely to be predisposed against the kind of palpably unfair settlements which governments often think they must impose on public servants *pour encourager les autres*.

A no-strike agreement is usually

another term for a regime with binding arbitration — that is, one which provides a means of resolving deadlock on pay (or conditions) without recourse to direct action. The unions might huff and puff, but such an arrangement (which would make it a contractual condition (to abide by the terms of any such arbitration) would probably be acceptable to most teachers who are genuinely anxious to put the horrors of 1984-87 behind them. But would Mrs Thatcher find compulsory arbitration any less odious than an independent pay review body? She might dislike it even more, because in the last analysis, the awards for review bodies can always be set aside or phased; binding arbitration might be more difficult.

As for the NAHT proposals, they make full provision for DES participation, with a weighted vote of 40 per cent on the management side. They envisage a separate subcommittee to handle heads' and deputies' pay and conditions, with voting weighted to reflect the distribution of heads and deputies among the teachers' associations. To nobody's surprise, this would give the NAHT a central role. Mr Baker might find it as attractive a variant on the negotiating model as any, if the Government is ever prepared to see negotiation restored.

### Small Latin, less Greek

It is not surprising that the Classics will not be incorporated into the national core curriculum — their utility and importance will never show up on the sort of measures employed to define the controversial monster. The broad sweep of the DES's figures, for the past 20 years, suggests that if Latin and Greek are fighting for their lives, they are losing that fight. From 1955 to 1985 the number of entrants for Latin



O level declined by 60 per cent, and if the A level figures show a small climb between 1975 and 1985 this still leaves the overall figure down by an even greater proportion from the 1965 level. In 1985 only 469 pupils entered for A level Greek.

This is, of course, only half the story with regard to the present standing of the Classics: the cross-disciplinary hybrid called Classical Civilization, blending history, art, architecture, philosophy and sociology, is making considerable strides and is seen by the Joint Association of Classical Teachers as being in no way an ignoble alternative to the linguistic syllabus. It is obviously well-attuned to the contemporary approach to the classical world as exemplified on television, and its arrival is long overdue: as our reporter (page 11) observes, it would have transformed the studies of many generalists shunned into apathy by Kennedy's *Shorter Latin Primer*.

Classical Civilization can offer an exhilarating opportunity to imaginative teachers and talented pupils, but its acceptance as a serious subject of study it does give further momentum to the process by which the two great "dead" languages are becoming more definitively dead. If no one in a school has studied the languages, the study of the history and literature loses both immediacy and depth. The poetry of Ovid and Catullus must remain largely closed to those who have no Latin, no matter how talented the contemporary poets who apply themselves to its translation.

Pace Sir Keith Joseph, some people think of "rigour" as though it were part of the old cold-baths-before-breakfast fetishism, but this fashion will pass. The logic and elegance of Latin syntax will recommend it to any teacher keen to offer young minds a new language to master. And for the faithful (or precise) there are the delights of derivation. Consider the word *consider*. Those who have Latin will be aware of its root. Who can resist "taking counsel with the stars"? Consider the words *insidious* and *insinuate*: images of ambush and curvature lurk respectively behind them. The derivation of a word can often throw its meaning into brilliant and poetic relief.

And then there is a matter of those numerous Latin phrases, which have passed unchanged into our language, and which academics in particular delight in using. *Ipso facto*, *per se*, *ad gentes*, *quid pro quo*, *pace*, *sine qua non*... most people who learn their speech with such locutions these days simply don't know what they mean. And that includes those *in loco parentis*. *Loco*... who?

no comment

"Social integration would seem to have a prime purpose here... to ameliorate the disintegration curriculum 'alternation'."

Alec Peters is a former director of the Schools Council, and is now a consultant to the Schools Council.

## Straw to shine as Baker's Shadow

by Barry Hugill

The Jack Straw appreciation society was in good voice this week — with reason. Mr Straw, aged 40, the MP for party education, has finally become Labour's education spokesman, replacing the hapless Giles Radice who faces a long exile on the back benches after falling (by a large margin) to be re-elected to the Shadow Cabinet.

A former National Union of Students president and ILEA councillor, Mr Straw was much fancied to take over from Mr Radice in a Shadow Cabinet reshuffle last year. But it was not to be, despite a sustained attempt by his many friends in local government to convince any journalist who would listen that Jack was the man for the job.

Mr Straw's strength is his well-known link with Labour's local government lobby, forged during his time as a councillor in London and now much more substantial and equally encouraging.

Above all, those participating in it are monitoring the experiment — and know that there was at least a 50 per cent chance of its results leading to action. For it is surely the pattern and not the detail which a national curriculum should prescribe, and the sixth form is the area where the pattern is least widely agreed to be in need of reform.



Jack Straw: impressive grasp of financial complexities

during the weeks before the general election demanding Mr Radice's head on a platter.

Mr Radice was aware of the plotting against him and it is to his credit that he never indulged in the character assassination tactics employed by some, but not all, of his critics.

Mr Straw is an altogether tougher character than Mr Radice and, if he

comes under attack, will fight back. He is usually designated a YAK — young ambitious, Kinnockite — and is described as a left-winger. In the new model Labour party this is a fairly meaningless term as there are few noticeable differences between the left and right wings.

Mr Straw is an accomplished Militant (as in tendency) basher and was instrumental in thwarting the move by members of the Campaign group of MPs (supporters of Tony Benn) to have a joint state with the Tribune group (old left wingers rapidly moving right) for the Shadow Cabinet elections. He is a leading member of the Tribune group.

A quick glance through *Who's Who* shows a man born to be a politician. Publicly educated, he studied law at Leeds University, and achieved the presidency of the NUS before becoming a political adviser to the Labour cabinet minister Barbara Castle. On her retirement he took over her Black-burn seat and has long acknowledged his political debt to her.

A barrister by training, Mr Straw is an acknowledged master of the small print, and looks set to give Kenneth Baker a hard time as the Great Educational Reform Bill makes its way through the Commons.

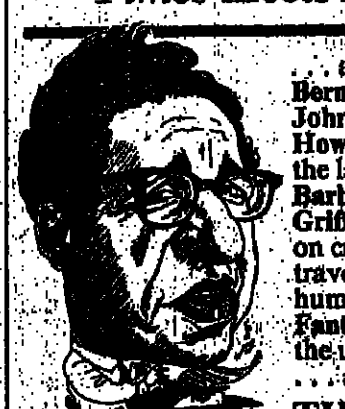
He was described this week by an ILEA friend of many years' standing as a "man who has a very good grasp of the issues and a very good grasp of the details."

## THE TIMES



## Double agent

Bodo Linnhoff (above) is a remarkable professor whose discovery of the Pinch Principle has built a bridge between academia and industry, boosting research and saving millions in energy conservation. *The Times* meets Linnhoff next week



The world's most famous newspaper (25p)

and regularly in *The Times*, Bernard Levin on the way we live now, John Clare on education, Philip Howard on words, Frances Gibb on the law, Peter Ackroyd on books, Barbara Amiel's viewpoint, Paul Griffiths on music, John Woodcock on cricket, Shona Crawford Poole on travel, Jane MacQuitty on wine, the humour of Mel Calman and Barry Fantoni, John Higgins at the opera, the unique *Times* crossword... and much more.

THE TIMES







## PRIMARY

# Celtic cavalry ride to the rescue of Brent

by James Meikle

The much-criticized London borough of Brent has relieved its primary school staffing crisis - thanks to a recruitment drive in Eire, Ulster, Wales and Scotland.

At one stage it was feared that there would be up to 50 primary vacancies at the start of the autumn term, but the borough is now expecting to fill every one of its 1,200 posts.

The council has therefore called off another recruitment drive - although it may still have problems with supply staff. Children have been sent home in recent weeks because there have been no teachers to cover absences.

Brent sent recruiting teams to various parts of the British Isles and lured "quite a few" teachers from Eire where there is a surplus of primary staff. Discussions with the Department of Education and Science lead officers to believe there will be no problem over recognizing their qualifications.

## Primary Index

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Mr Michael Stoten, Brent's new director of education, said: "I am absolutely delighted. People have worked damned hard. These recruits are very, very good."

Brent is planning to create three new senior education posts as part of a big administrative reorganization. Her Majesty's Inspectorate recently criticized the borough's "incompetent" management and Mr Stoten has successfully advocated having four deputies instead of one. Both the current deputy post and a third-tier job are already vacant.

The new deputies will have separate responsibilities for curriculum and training, operational management, community education and administration and, with their clerical support, will cost the borough £12,000 a year.

Mr Stoten said the additions to the 12-member team of senior administrators was "not unreasonable". "Any outfit that is spending about £100 million a year needs a power house and at the moment we have not got one."

The authority has, however, shelved big rebuilding programmes at two secondary schools. Only 60 per cent of secondary school places in the borough are filled at present and a review of future provision is to start soon.



In a spin: pupils from St Matthew's primary school in Cambridge tackle the intricacies of spinning thread during a community project at their school. The four-week course gave them a glimpse of practical skills from the past.

## Nurseries face disruption next term

by Cynthia Body

The long-running nursery nurses' dispute could cause widespread disruption in many parts of the north of England, the Midlands, Scotland and Wales in the autumn.

Nursery nurses and classroom assistants in Cheshire were the first to take industrial action over claims that their duties and responsibilities have been outstripped 20-year-old job descriptions and salary grades. They have been working to rule throughout the school year.

Now Salford employees are taking similar action and those in Wirral are meeting shortly to discuss action in September. In Wigan they are in dispute and in Manchester and other local discussions are taking place. In North Wales, Gwynedd has now joined Clwyd's long fight for a better deal.

The nursery nurses' demands for a review of their pay and duties have been resisted by the national employers' organization, on the grounds that dissatisfaction is limited to the north-west.

The north-west employers' group, together with a number of local authorities, are pressing for a review. Last week hundreds of nursery nurses descended on the Welsh coast of Colwyn Bay to lobby the quarterly meeting of the North Wales primary employers. Hundreds more throughout the region staged a one-day strike at the North Wales employers' meeting.

If no settlement is reached by September, industrial action is likely to take the form of similar mass rallies.

## NEWS

## Time to reform A level secondary heads say

A major reform of the A level system is being advocated by the Secondary Heads Association.

SHA has concluded that the existing A levels deter many potential students from higher education, their "educational value in their own right" described in the White Paper *Better Schools* is too narrowly conceived; they may no longer be an appropriate foundation for all HE courses; they play too great a role in the selection for university and polytechnic degree courses; and they provide inadequate preparation for the world of work.

Furthermore, the subjects chosen too often perpetuate an artificial arts/science divide, the association says in its written evidence to the Higginson Committee, which is reviewing the A level system. "The opportunities for students to broaden their education and training are limited because syllabuses are so content-laden and time-consuming. Assessment is negative and the single exam is not a reliable guide to future performance."

SHA recommends an A level course comprising five or six subjects along

the lines of, but not necessarily identical to, the International Baccalaureate. Syllabuses should have reduced content, be criterion-based and modular, and must be coherent with the GCSE and the Certificate of Pre-Vocational Education syllabuses and assessment techniques, it says.

The association also argues that the committee's own terms of reference are too limited. "To concentrate specifically on the principles that govern GCE A level syllabuses and their assessment is to ignore the most fundamental question on the nature and purpose of post-16 education and the place for A levels therein."

It is clear that SHA has reservations about the Advanced Supplementary level too. Entry levels across the country are variable, it seems only the brightest A level candidate are choosing the new exam and not all post-16 institutions are offering a similar range of AS levels. It says a more appropriate S level could also be introduced to differentiate between students of the highest ability.

## Queen Mary's snatch title

Queen Mary's grammar school of Walsall were the surprise winners of last week's British schools' chess championship, sponsored by *The Times*.

But it was not an easy victory - they won in the closing moments on a tie-break from past champions St Paul's of London.

Individual results, with Queen Mary's captain first were: Mark Wheeler (1st), All Mortazavi (2nd), Darren Wheeler (3rd), James Cavendish (4th), Paul Birton (5th), Alex Selkirk (6th), Michael Gough (7th), David Aldridge (8th), Mark Cooper (9th), Christopher Baines and Mark Hewitt (10th).



The Chief Conductor, *The Times* British Schools' Chess Championship, 4 Alders Road, Hale Lane, Edgware, Middlesex HA8 9QC. An entry fee of £5 is required for each team.

## NEWS



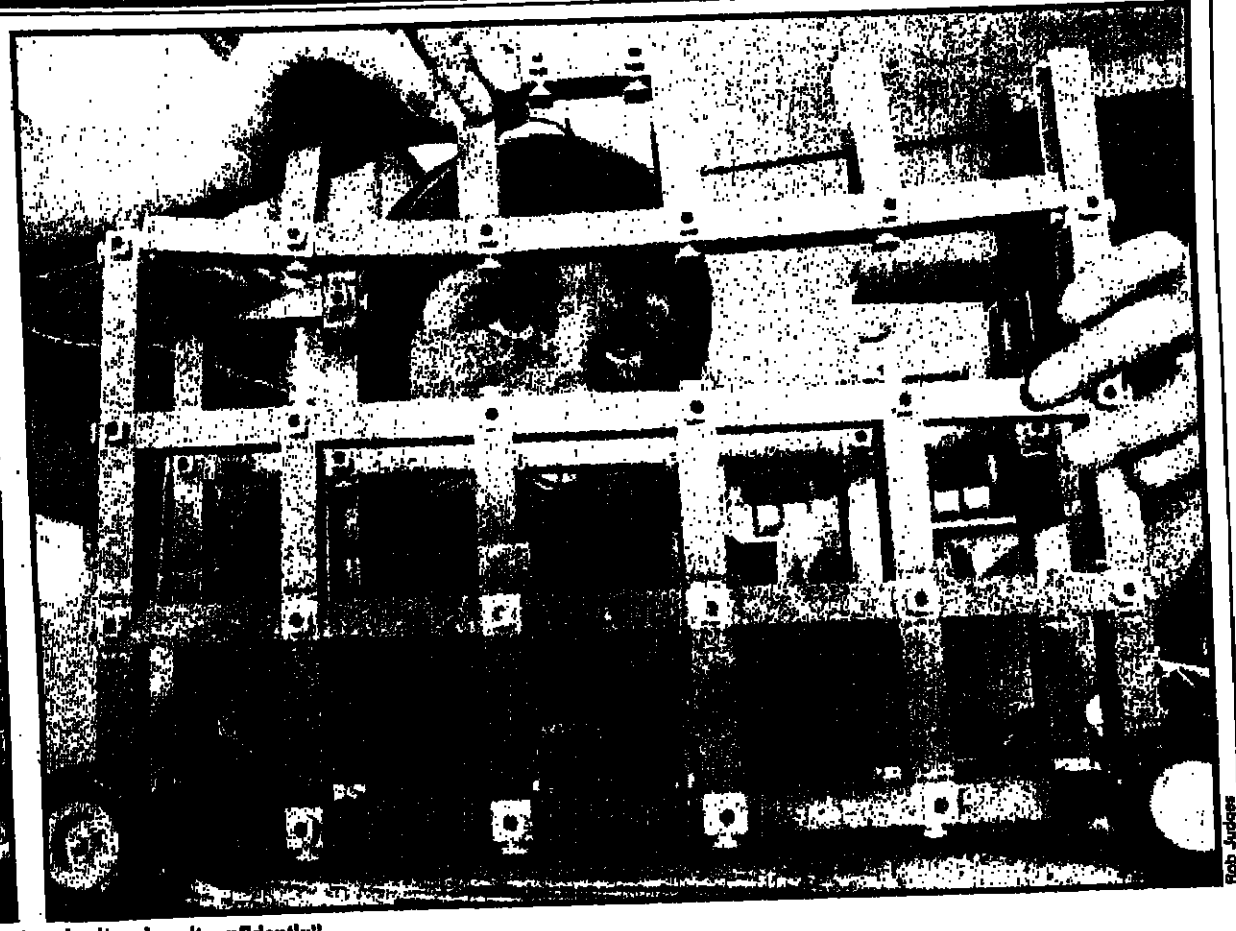
Alan Foster (top left): "A lot of adults are afraid of maths; we want our children to enjoy it and use it confidently."

"A super fun circus" was how one enthusiastic eight-year-old described the Gloucestershire maths fair last week, when the county's advisory maths team took over a school for three days to prove that maths can be enjoyable.

"A lot of adults are afraid of maths; we want our children to enjoy it and use it confidently," said Mr Alan Foster, one of the advisory teachers.

Many of the fair's 2,500 young visitors tackled the different games and activities with zest. "Maths is a great laugh," according to 10-year-old Richard from Upton St Leonards School. He won a certificate to say that he had successfully used a computer to follow a mathematical turtle round an obstacle course.

The county's computer bus was popular with a class of 11-year-olds from a primary on Severn school who had been doing matrioski on the computers. They have only one com-



Susannah Kirkman spends a day at the Gloucestershire maths fair

## Calculated to amuse

puter in their school, so are restricted to 20 minutes' computer work a week.

Mel the Mathamagician entertained children with dice and number tricks, including a magic number square. "The main aim is to show that maths can be fun," said Mr Mel Moore, a maths teacher for 29 years before becoming a full-time magician.

In the games room, pupils played domino logic, where they had to match their dominoes to a pattern, and Perfection, which involved pushing shapes into the right holes to a time limit.

Secondary pupils constructed heli-

copters out of paper, orange sticks and Blu-tack to see which would stay up the longest - 32 seconds was the record.

Younger children made magic masks out of different geometrical shapes and painted symmetrical pictures.

Maths treasure trails on the school field intrigued pupils of all ages. Children had to solve a series of mathematical problems before reaching the treasure, but they had plenty of help. "There is no point in making maths frustratingly difficult," said Mr Foster. He felt that children were more likely to follow him if he gave them a series of "follow-up" lessons on the powers of numbers because it helped them work out a clue.

The fair also gave teachers an opportunity to exchange new ideas and display their work. The most interesting exhibits showed how schools used environmental and real life problems to teach maths. As a maths project, pupils at Haresfield Junior school suggested improvements to their playground and toilets. They had to work out the dimensions of a new pond, and calculate the cost and quantity of the materials needed to cover the playground. "If it's relevant, even a com-

plicated problem becomes easy for children to cope with," claimed Mr Foster. "When the pupils discussed the changes with the L.A.s' representatives, they were as conversant with the figures as the officials."

As a geometry topic, pupils at Dursley Church of England school looked at shapes and patterns from their environment - a brick wall, the hall floor and a stockroom cupboard. "A major aspect of maths is spatial awareness. If you restrict that to the blackboard, you are not providing pupils with a useful, real life experience," Mr Foster believes.

Gloucestershire's multi-cultural advisory team demonstrated ways of introducing number systems from different cultures. Gujarati snakes and ladders allowed Gujarati children to see their culture was valued - and all pupils to understand that many mathematical ideas come from other countries.

## ILEA lifts ban on lunch supervision

The Inner London Education Authority will allow teachers to volunteer and be paid for mid-day supervision, following a long battle with the two unions for heads and deputies.

The prospect of some heads closing schools at lunchtime and the need to establish better relations seem to have led to the change of heart, which has annoyed the dinner ladies' union, the National Union of Public Employees.

Only one third of the 1,800 new senior supervisor posts, from which teachers were excluded in November 1986, have been filled. Heads held that in many cases advertisements either failed to attract applicants or prompted enquiries from unsuitable people.

Both the National Association of Head Teachers and the Secondary Heads' Association have complained that most local schemes are underfunded and argue that teachers are more likely to control children than other adults. The NAHT is actively encouraging members to consider changing the structure of the school day to both reduce any years of problems and to put an unfair strain on senior teachers.

Head teachers will only be able to volunteer if there are no suitable applicants for the senior supervisor job, which will be worth £5.66 an hour and could be split between two people over 90-minute sessions each day. The Inner London branch of the National Union of Teachers is advising its members not to volunteer.

The ILEA's Labour group has agreed to take the school day back to its original 1970s structure, but by October 1988 it will be under the control of the local authority.

## Jeremy Sutcliffe reports from the summer meeting of the Society of Education Officers in Manchester

## Service brought trouble on its own head - Stubbs

Teachers and local authority officers have come under attack for undermining public confidence in the education system.

Dr Bill Stubbs, education officer and chief executive of the Inner London Education Authority, told his fellow education chiefs in Manchester at the weekend they had only themselves to blame for the loss of public support.

Teachers had alienated parents and other "users" by their reluctance to recognize their legitimate interest in the curriculum. "The profession had been over-protective, while the prolonged teachers' dispute had further weakened community support."

Local education authorities had, at the same time, too often left curriculum matters to the schools and failed to assume their responsibility under the

1944 Education Act.

They were too immersed in institutional reorganizations, budget problems and industrial action to take up their proper curriculum role.

He warned Mr Kenneth Baker of the dangers of "ossification" of the curriculum if the proposed National Curriculum Council does not respond to the latest developments. "One has only to look at Japan where until recently the national curriculum did not permit introduction of computers into schools," he said.

The Education Secretary's proposed changes were met with scepticism and defensiveness by many officers at the conference. "Benchmark" testing, in particular, aroused opposition from several officers, who believed it would lead to a narrowing of the curriculum.

The results of compulsory tests for children at the ages of 7, 11 and 14 were certain to be published and used by parents to assess schools' performance, said Dr Stubbs. "I do not see how these tests can be published. Parents will want to know how their children are doing and will want to know how their school compares with other neighbourhood schools."

The Society of Education Officers' president, Mr Dennis Hatfield, said the Government proposals, if implemented, could create difficulties ensuring high quality education for all pupils. The society strongly believed the best schools to be available to all pupils should not be available to all pupils, but should be available to all pupils on the basis of local authority control.

## UNDER NEW MANAGEMENT



The Secondary Heads' Association has published two important books on the implications for school management arising from Education Act 1986 and the New Conditions of Employment.

They are applicable to all sectors of schooling, have been widely acclaimed and are now generally available.

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## NEWS

## IN BRIEF

## Sociology 'sabotage'

Sociology teachers in Britain's schools and colleges have been accused of sabotaging the country's economic prosperity.

Professor David Marsland who teaches sociology at Brunel University, West London, says in his new book that sociology, as currently taught, is biased against business. He calls for radical changes to eradicate what he claims are its 'Marxist' views.

In this book, based on detailed research into current methods of teaching the subject from O level to universities, he says sociology 'expresses and enshrines a one-sided anti-capitalist mentality'. Counter-arguments emphasizing the value to Britain of industry and business were 'systematically neglected'.

*Bias Against Business*, £4.50 plus 50p postage is available from Goron Press, Church Hill Industrial Estate, Lancing, West Sussex. A review will appear on the book pages in due course.

## OU contract

The Open University is to be given a big role in the running of the Open College, the television-based mass adult training system which starts up in September.

It will be responsible for up to 10,000 people who are expected to enrol as distance learning students instead of attending one of the 100 local student centres which are being set up for the Open College. Under a contract announced this week, the OU will run the college's national distance learning centre for the first three years.

## Teenage smoking

Pupils in Powys have recorded the highest incidence of teenage smoking in Wales. Twenty-two per cent of fifth-form boys and 30 per cent of fifth-form girls smoke.

A smoking prevention plan devised by the authority recommends that health education should be a core subject on the curriculum, with a co-ordinator in each school. Smoking should only be allowed in staffrooms after consultation with non-smokers and should be restricted to specific times and areas in FE colleges.

## Key to success

A severely disabled 22-year-old man has gained his university degree after tapping out his answers on a micro-computer keyboard using a probe strapped to his head. Mr Allan Wall, who has suffered from cerebral palsy since birth, is now hoping to gain his Master's Degree in Philosophy over the next three years. He is a student at the University of Manchester's Institute of Science and Technology.

## Out of court

Four teachers from Sheffield's Tipton comprehensive school who 'left children to wander around London while they watched tennis at Wimbledon' have been severely reprimanded by education chiefs.

The teachers, with four pupils were the only ones who managed to get tickets for the tennis when they went on a school trip to the tournament. Furious parents demanded an inquiry into why the 35 other 13 and 14-year-olds were left to roam around the capital unsupervised.

## Job suggestions

The unions representing school meals and cleaning staff in Sheffield want more women to take on caretakers' jobs. A working group of ancillary workers also suggests more training and better communication between management and staff. Their list of suggestions is the first produced by the National Union of Public Employees.

Ian Nash reports from one of the National Union of Teachers' most prestigious in-service training initiatives which may be in danger of folding

## The refresher threatened by Mr Drought

When open-plan schools were introduced in Monmouth and Newport in the early 1960s, there were predictions of escalating truancy and plummeting standards. But the fears proved unfounded: teachers were simply prepared for the changes after in-service training at the Caeleion Refresher Course of Lectures.

And when concern over declining levels of literacy in schools mounted in the seventies, a course promised to show any interested teacher 'How to Teach the Parts of Speech in Thirty Minutes'.

The Gwent Education Convention and Exhibition - as the course is now known - has adapted repeatedly to meet new demands on education since it was started by the National Union of Teachers in 1935.

Prominent among this year's programme of more than 80 subjects, which attracted three-quarters of Gwent's teachers, were health education and child abuse, primary science, the Technical and Vocational Education Initiative and GCSE assessment and moderation.

But there is still a lot to be said for the convention. For as long as most teachers can recall, Gwent schools have closed for two days in July and they have descended on Caeleion College of Higher Education for lectures and seminars organized by the NUT in consultation with the other unions.

Now, a combination of Government legislation and radical plans by the

local education authority to reshape in-service training challenges the future of an event which the NUT prizes as an example of its commitment to much more than pay and conditions.

As 3,000 teachers gathered on campus for the 48th annual convention, Mr Geoffrey Drought, director of the L.E.A., warned that the event (which was stopped only by World War II) would have to reform or die.

He no longer sees it as an appropriate way of using two of the five days allowed for in-service training under the new Teachers' Pay and Conditions Act - five days for which the Government has promised to foot the bill.

"I do not believe the convention delivers the kind of commitment that either the L.E.A. or Government wants in terms of the use of time or the teachers' professional development. It is not just my thought but the view of the majority of heads and staff," he said.

"Our view is that it will have to change substantially to survive. It will have to reflect more nearly the needs of individual teachers and fit in with the county-wide plans for in-service training."

He envisages a year-long rolling programme of in-service training with two days designed by the Staff Development Unit, which has just decided to 40 staff, and three days planned by headteachers as school-based in-service training.

This leaves no time for the convention. But Mr Drought hopes it will "not



Talking Turtle: Gwent teachers get down to the new geometry at Caeleion College only survive but flourish as part of the county in-service programme at the weekend or in the holiday period. He also expects teachers to continue paying the nominal £2 fee for lecturers' expenses.

Predictably, his comments provoked a furious reaction from the NUT. Mr Mostyn Phillips, secretary of Gwent NUT, said: "His comments are misleading; they are based on a straw poll which I took to be very much for the convention."

He accepts a need to change to account for innovations and the Government's grant-related in-service training (GRIST) plans. "But it is not for Mr Drought to decide our future. There is a convention committee involving all the professional and trade union interests and the authority's education committee to consider."

Apart from the question of whether the convention is the best means of delivering in-service training, Mr Drought made it clear that he does not like the NUT "making the running on behalf of the authority."

Mr Phillips admits that the NUT wants to conserve "a unique event that is organized for teachers, by teachers". Inevitably, the NUT loomed large

since it had the largest membership. But he also believes the demand to remove the event from the 193 contract days is an attempt to undermine it and "kill it off" by questioning teachers' commitment.

Mrs Debra Tucker, president of Gwent NUT, believes much more than the courses would be lost if the convention were wound up. "Mr Drought's in-service plans would leave teachers isolated in their specialist areas and schools," she said.

"As well as our chosen course of lectures we come into contact with a wide range of expertise from teachers not specifically in our area. Clinging to our own case, she says she increased her interest in special education."

"Teachers last week made it clear that they thought the convention created the best opportunity to meet people from other sectors, as well as offering constructive criticisms to a range of publishers at what has become the largest education exhibition in Wales."

"It also gives us the opportunity to hear from national and international experts from all fields of education, bringing us into contact with new and exciting ideas from other parts of the country," Mrs Tucker says.

Government changes have prompted a resignation from the MSC

## Sir Bryan gives up chairmanship

Sir Bryan Nicholson, the former top business executive who heads the Manpower Services Commission, is looking for another job. His three-year appointment as chairman ends in October, and will not be renewed.

Although Sir Bryan is recognized throughout industry and education - as well as within the Commission - as well as a brilliant manager, he has been determined to oust him. It appears they feel that his outlook and style, despite his Conservative Party membership, place him well outside the "one of us" fold.

In the event, Sir Bryan says he wants to go. He believes he has achieved all that he set out to do, and wants to move on to new challenges in some other field. Colleagues believe that his readiness to leave owes much to Government changes which appear to spell the end of the employer-union understanding which the Commission's policies have rested on.

Sir Bryan's first major achievement as chairman was to rebuild that consensus, badly shaken by the arbitrary style of his predecessor, Lord Young, for whom the MSC was a staging post on his way to the Cabinet.

At the same time Sir Bryan - then plain Mr Nicholson - won back the trust and co-operation of the local authorities and the education service, with whom relationships were at their lowest ebb as a result of Lord Young's insistence that a decisive share of non-advanced further education funding should be administered by the MSC.

It was on the basis of this renewed collaboration that Sir Bryan was able to establish the two-year Youth Training Scheme at lightning speed - and to embark on a determined drive to

impose the quality standards which had eluded his predecessors.

In quick succession, he then got Government approval for the development of the Open College to harness distance learning to vocational training; for the extension of the Technical and Vocational Education Initiative pilots into a full-scale programme for all schools and colleges; and for the launch of the new Job Training Scheme, a work experience-based training scheme for the long-term unemployed which the Commission's officials first thought about in the declining months of the Callaghan government.

But the Government's determination to end supplementary benefit for youngsters who refuse to join and stay in the YTS - a move which Sir Bryan and his fellow commissioners have always opposed - and its insistence on reducing the unions to a minority voice clearly portend a new era in the MSC. It is one in which Sir Bryan's distinctive

skills might find less scope. Sir Bryan, who was a senior executive of the Rank Xerox multi-national when he took the MSC job, has no plans to return to the business world. He would welcome another demanding task in public service, possibly in an international body.

At a conference in London this week to introduce the Whitbread Initiative, a package for developing social and enterprise skills in the YTS which enables trainees to use computers to assess their own progress, Sir Bryan warned: "We are not going to create a scheme which will stand over the years unless all of us go on recommitting ourselves to its quality, year after year."

Mr Sam Whitbread, chairman of the brewing group which funded the package, said he welcomed the pressure on managing agents to maintain standards because otherwise "the YTS movement will simply fade over the years".



Sir Bryan: outside the fold

## Union critics now want to stay on board

Trade union radicals and outside groups who have for years urged the Trades Union Congress to walk out of the Manpower Services Commission now believe it should cling to its three seats - despite Government plans which will make the union representatives an impotent minority.

These groups argue that until now the TUC, because it has shared formal power with the Confederation of Industry, has been saddled with the moral responsibility for the MSC's policies, even when they were dictated by the Government. At annual TUC congresses and at other union conferences, the critics have demanded that the TUC leave the Commission unless the policies were changed.

But now that it is to be stripped of any real influence - it will be outvoted 3-1 by increased employer representation - the TUC can no longer be held responsible for the MSC's decisions. Critics say that will leave it free to oppose publicly any measures it regards as oppressive. Continued mem-

bership in these circumstances is likely to be useful, it is argued, because it will leave the TUC with access to inside information.

Support for remaining on the Commission will be welcome news for the TUC establishment, anxious to retain virtually its last foothold in the national power structure.

But there is no indication that officials want to take on the oppositional role being held out for them.

On the contrary, they have drawn up formulae to get round decisions like the TUC general council's resolution to withdraw support from the Job Training Scheme, arguing that this does not mean a boycott.

MSC senior officials know that Labour was prepared to continue the scheme, although on a "benefit plus" basis which would have given trainees a small grant in addition to their continued supplementary benefit payment.

## Deadline for guidelines runs out

by Owen Surridge

The Government, determined to revolutionize the way schools handle careers education and guidance, is preparing to bring heavy pressure on local authorities to meet guidelines it laid down earlier this year.

At the annual conference of the National Association of Careers and Guidance Teachers at Brighton last week, Mr John Cope, the new Minister of State for Employment, appealed to teachers to help the Government implement its strategy. He urged careers teachers to "push themselves forward" to make sure that the careers education and policies which authorities had agreed to adopt were put into effect.

Last April's guidelines called on authorities to review careers education and guidance provision, and to draw up plans to integrate and improve them. They were issued against a background threat from the Education Secretary that if they failed to respond, the provision might be prescribed in the planned national curriculum.

Mr Cope told the teachers a booklet published at the same time as the guidelines were issued, *Working together for a better future*, was the leading edge of a marketing exercise intended to stimulate discussion amongst local authorities, parents, governors, and teachers.

"We want to strengthen your hand and your role in the schools so that your pupils get a better careers education, for their sake and for the future of the country as a whole."

Edited by Mark Jackson

## Squeezing public service off the air

Gillian Macdonald discusses the educational implications of the responses to the Green Paper on the future of radio

Three new independent national radio stations, hundreds of community stations, and a wider choice for the consumer, dictated by free market forces, are the main proposals in the Government's Green Paper, *Radio: Choices and Opportunities*.

Whether they will result in a greater range of programmes or mark the beginning of the end of public service broadcasting will be put to Mr Douglas Hurd, the Home Secretary, when he addresses the Radio Festival audience in Bristol today.

Mr Hurd and his colleagues have had three weeks to consider the public's responses to the Green Paper. What was published in February. More than 50 submissions have been received, and in general the reaction has been welcoming, though with some serious caveats. The Green Paper stressed the importance of striking a balance between the BBC and new competition which might operate under a lighter system of regulation. Many of the responses asked whether this had been achieved.

The Government's recognition of the power of radio has been fully well received, and in particular its proposal to develop community radio. A rapid expansion is now imminent, but in order to maximise the range of output, the Government proposes to open up the commercial sector for independent radio and transfer all responsibility for public service broadcasting from the BBC to the new regulator, the Independent Broadcasting Corporation.

It should be noted that the proposals for independent radio stations are subject to the approval of the Independent Broadcasting Corporation.

plans to surrender the medium wave band of Radio 3 and to reduce its current practice of broadcasting simultaneously on split frequencies on medium wave and VHF. By avoiding duplication on the two, it could release additional frequencies.

At the same time the BBC stresses the increased importance of its public service programmes, which currently go out on Radio 4/VHF. It points out that it will require a dedicated outlet "ever and above the four basic networks, for much of the BBC's Radio 4's Continuing Education, most of such Open College work as may emerge, virtually all Schools Broadcasting and Open University programmes."

Where this outlet will be remains in doubt. Speaking at the announcement

of the BBC's response last week, Mr Brian Wenham, the managing director of Radio, acknowledged that there was insufficient demand for a totally dedicated network. But he did reiterate that education programmes would remain on VHF.

His successor, Mr David Hatch, who takes over next month, was more forthcoming. He said proposals being discussed included a mid-morning slot on Radio 3/VHF, more night-time broadcasts for downloading, repeats of schools programmes to be available on cassette, and the scattering of continuing education programmes around the networks, as appropriate. Already there is evidence here of a reduction of formal education hours in the main schedules.

There is much greater concern, however, about the deregulation of independent local radio. The paper proposes to open up the field with a mass of new stations coming on air in the 1990s. A whole range of local and community stations would offer greater choice for individuals and minority groups, but at the cost of leaving independent radio under the monitoring eye of the Government, which proposes to set up a public authority or to hand it over to a public authority, whose

stand the specific nature of their local radio programming and its audience. "Educative material in many guises," is how Ms Ellen Allan, education officer for radio, describes it. "It reaches a younger audience, in the 24-40 age range, perhaps slightly more downmarket." This audience, she says, would not necessarily choose educational items, and could be lost to a dedicated public service broadcasting station.

These features are appreciated by groups like the IBA's Educational Advisory Council and the National Institute of Adult Continuing Education. Both argue strongly for the retention of IBA monitoring.

At their best, ILR stations have been items on child abuse, drug abuse, exams and unemployment, with participating bodies including the Manpower Services Commission and the Department of Health and Social Security. IBA education officers have been disseminating ideas from one station to another and set up contacts with local television companies, education authorities, advisers and schools.

It is these public service which would like to see retained by the ILR even extended to community radio. They are sceptical about the Government's expressed hope that the clarity of local news, travel and other features would ensure the continuation of this type of programme in a deregulated ILR system.

How Mr Hatch will survive criticism will be revealed this month.

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# Why state pupils miss 'going up'

**HIGHER EDUCATION**

Jeremy Sutcliffe assesses the results of Oxbridge's attempts to attract more applicants from the state sector and analyses a study showing the effect of parental background on children's chances of higher education

Some of Britain's brightest pupils from state schools may be losing out on a university place at Oxford or Cambridge because of the teachers' dispute and low morale in the profession, admissions tutors believe.

Tutors at both universities believe the work-to-rule by teachers may have hit extra coaching for potential Oxbridge entrants and persuaded some to apply elsewhere. Other pupils, prompted by their parents, seem to have transferred to independent schools to take their A levels so as not to ruin their chances.

These factors lie behind new trends in application to the country's top two universities, which show a marked contrast in the fortunes of the two institutions.

While Cambridge has achieved a substantial increase in applications from the state sector (up 7.7 per cent on last year), those to Oxford have fallen by 10.9 per cent.

These apparently contradictory results suggest Cambridge is winning the battle to attract the elite tag which has long bedevilled both institutions. In an attempt to combat this image, both Oxford and Cambridge have recently introduced reforms in their entrance procedures.

Two years ago, Oxford abolished its post-A level or seventh-term entrance exam, and for the first time allowed

candidates to apply through the Universities' Central Council on Admissions. However, it decided to keep its pre-A level fourth-term exam, thus offering a choice to candidates.

Admissions tutors at Oxford are currently holding an inquiry to try to discover why, despite these new procedures, there has been a swing in favour of independent schools.

One theory they will have to consider is that the choice between the Oxford entrance exam and relying solely on A level grades may be deterring candidates. Tutors at a recent open day at Keble College, where the new Oxford procedures were pioneered, had to work hard to reassure potential candidates that neither method was rated above the other.

They will also have to consider closely the reforms adopted by Cambridge, which has abolished its fourth term exam. Some candidates are asked to sit a Cambridge sixth term exam paper, but most are made conditional offers dependent on A level grades - usually a minimum A, A, B.

"Overall we are pleased with the working so far of the new system. The rises in applications from pre-A level candidates (up by 1,000 to 87 per cent), from women and state schools are all encouraging signs for the future," said Dr Rae Mitchell, who chairs the Cambridge Admissions Forum.

Mr Ted Baskerville, Oxford's admissions officer, is frank about the university's own performance. "The new system has not succeeded in attracting more students from state schools. This could well be because of outside factors coming to bear," he said.

These include demographic changes, which have hit state schools harder than the private sector. When the birth rate fell in the late 1960s, the drop was substantially greater among lower-income families.

But Mr Baskerville also points to the growth of independent schools during the 1980s, to the teachers' dispute and low morale in state schools.

"These other factors are important. We are trying to ensure that any candidate who is of Oxford standard is not deterred for any reason. But because of those outside factors I think we shall have to work quite hard to stand still. If we do show any increase at all, we shall all be very pleased."

That sombre view is, perhaps surprisingly, supported by a survey by the Independent Schools Information Service, the number of pupils in independent schools is up by 3,000 on last year. But, says Miss Claire Austin, ISIS press officer, half of those are aged under seven years, while the rest are evenly spread through the age groups. "Our census does not show that children of secondary school age are leaving the state sector in droves," she said.



Meeting of minds: sixth-formers from Liverpool's Blue Coat School stop for tea and information in Keble College

Oxford and Cambridge applications 1986/7 and 1987/8						
	Oxford			Cambridge		
	1986/7	1987/8	% change	1986/7	1987/8	% change
State	3,880(54.3%)	3,278(51.7%)	-10.7	3,254(45.8%)	3,506(50.0%)	+7.7
Ind	3,086(45.7%)	3,069(48.3%)	-1.0	3,836(54.1%)	3,484(50.0%)	-8.9
Totals*	6,776	6,343	-6.4	7,089	7,000	-1.2

\* Totals excludes overseas and mature entrants

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□ **Maths and physics A levels.** The survey examined why many pupils who took maths and physics A levels did not attempt the subjects at A level. The two most cited answers were "too difficult" or a "lack of interest".

□ **Significantly,** those who said they were interested in maths and physics were apparently the brighter students who tended to have the greatest number of A level passes and highest A level scores, as well as an ability in maths and physics.

Fewer girls than boys took A levels in these subjects, although girls at independent schools were more likely to do so.

□ **Demand for teaching.** Girls were ten times more likely to take up initial teacher training courses than boys (one in 10 compared with one in 100). The survey also showed that trainee teachers had lower A level results than other HE students.

Only 3 per cent of students already in HE were expecting to take a postgraduate teaching certificate (excluding the 5 per cent studying for a BEd). One in four was uncertain whether they would apply.

**Young People's Intentions to Enter Higher Education**, a report of a survey carried out by the social survey division of OFCS for the Department of Education and Science, is available from HMSO, £11.50.

# An irksome individual that will not be silenced

**COLLEGE**

Mark Jackson introduces the new officers taking over the helm of the Further Education Unit

The Further Education Unit, the outspoken champion of educational values which has narrowly survived the reorganisation of ministers and management, is about to come under new management. But any suspicion that it has been brought to heel are misplaced.

Mr Baker has appointed an industrial executive as the new chairman, the first to be drawn from outside education - and a choice some educationists see as a move to bring the unit back to "safe" employer control.

But Mr Alan Answorth, the 57-year-old personnel manager from the Player group who has taken over from Mr Joslyn Owen, Devon's education director, says he will defend the unit's role as the independent voice of further education at least as strongly as his predecessor. Reminded of his predecessor's comments and statements in the past, he shrugs his shoulders and says "Tough".

The changes he wants will be confined to making the unit more effective and more attuned to the needs of the organizations which are mission many of its studies.

Mr Geoffrey Stanton, a vice-principal who worked for the unit when it was first established in 1969, takes over as chief officer in September. He, too, makes it plain that there will be no retreat from the unit's established role.

Earlier this month Mr Jackson, the retiring chief officer who carved out the unit's reputation as a champion of curriculum reform and as an arbiter of educational standards, spoke of the attempts made last year to end its independence.

Proposals from the Department of Education and Science to merge the unit with the Further Education Service, the number of pupils in independent schools is up by 3,000 on last year. But, says Miss Claire Austin, ISIS press officer, half of those are aged under seven years, while the rest are evenly spread through the age groups. "Our census does not show that children of secondary school age are leaving the state sector in droves," she said.

# The tempest in Stratford

**LOCAL EDUCATION**

Susannah Kirkman looks at the fate of grammar schools following the general election

The grammar school debate has taken a dramatic turn since the general election. At least two of those threatened with closure are considering opting out of I.e.a. control, while some authorities are backing away from reorganization schemes involving grammar schools.

The Secretary of State is too strong to allow us to go ahead," commented a spokesman for Warwickshire. "Comprehensive reorganization is now a dead duck."

The Alliance-controlled London borough of Sutton has called off plans to abolish its grammar schools in favour of comprehensives for similar reasons.

After public consultation, Warwickshire had recommended reorganization along comprehensive lines in Rugby, Alcester and Stratford. But the hung county council - controlled by Labour with Alliance support - is now likely to shelve all comprehensive proposals until a more "favourable time", according to the Labour group.

There has been fierce local opposition to the proposed merger of the King Edward VI boys' school in Stratford, which boasts Shakespeare as its most famous old boy, with a local high school to form a sixth-form college. Feelings are also running high in Rugby, where the boys' grammar school destined for closure is part of the Rugby School foundation.

Yet the authority believes reorganization is essential if it is to cope with falling rolls. One Catholic secondary school is almost down to one-form entry, admitting between 30 and 40 pupils a year. The King Edward VI school now has 393 boys. With only 80 sixth-formers, it's unviable, according to the DES White Paper, *Better Schools*, which suggests that sixth forms should have at least 150 pupils if they are to offer an adequate range of subjects.

Warwickshire's difficulties are compounded by massive defections of pupils who have fallen victim to comprehensive schools in Oxfordshire and Gloucestershire.

Ironically, Gloucestershire is also being "squeezed between the Audit Commission and Mr Baker", as one

spokesman put it. Proposals to amalgamate two tiny Cotswold schools, Westwood's grammar and Bourton Vale secondary modern, have been rejected by the Education Secretary because the new school would not have had a sixth form.

The authority has now submitted new plans for an 11-18 school and is awaiting the Education Secretary's decision with keen interest. The Cotswold scheme is being used as a test case for reorganization proposals involving grammar schools in Stroud and Gloucester.

Education officers are particularly concerned that the Government's new policy of allowing schools to operate to capacity will make it even harder to maintain academic standards in grammar schools. A spokesman for Gloucestershire reckoned that the county's four grammar schools would be taking the top 35 to 40 per cent of children if they admitted as many pupils as they have room for.

Berkshire has managed to get round the problem by extending the catchment area for the two grammar schools in Reading, despite protests from parents of children at comprehensives robbed of their brightest pupils.

In Devon, the fight is on to close seven grammar schools in West Plymouth, Colyton and Torquay, after the council's pledge to abolish the 11-plus. Four grammar schools in Plymouth have been closed already, so education officers predict a bitter struggle over the remaining three.

The I.e.a. argues that reorganization is necessary to halt the decline of West Plymouth's secondary moderns; children who fail the 11-plus are often sent to comprehensives in other parts of the city, leaving some secondary schools with rolls as low as 200.

Birmingham not only has falling rolls but a running battle with the Equal Opportunities Commission on its hands. The EOC is seeking to take the council to court over the imbalance in grammar school places for boys and girls; the six voluntary-aided grammar schools between them have entry lists of 390 for boys and 210 for girls.

The I.e.a. says it cannot possibly afford to open a new grammar school and claims it has no control over admission limits at five of the schools which belong to the King Edward VI foundation. The solution is for the foundation to make some of the schools co-educational, says Les Byron, the chairman of the education committee.

However, the foundation says it is committed to providing single-sex education, and is "forbidden by law

from changing the character of the schools", although one of the boys' schools, Five Ways, has already decided to allow girls into the sixth form.

Birmingham is to launch a huge consultation exercise in September over the future of all the city's schools. "We're going to take a picture of resources to the whole of the city and explain the problems and the finance available, and ask for submissions," Mr Byron explained. "Our plans will be based on people's suggestions."

Not surprisingly, parents of grammar school pupils are often unconvinced by I.e.a. arguments about resources, falling rolls and the divisiveness of a bipartite system. Parents and governors at the Bishop Wordsworth boys' grammar school are keen to take the school out of local authority control. The main threat is no longer reorganization: the plan to scrap all secondary schools in the west of the city and replace them with 11-16 comprehensives and a tertiary college was turned down by Mr Baker earlier this year.

But the school buildings need urgent repairs which Wiltshire County Council is reluctant to carry out. The authority has been trying to scrap the 11-plus for 23 years and has said that it doesn't want to renovate buildings which "may not be necessary in their present form" if reorganization ever took place.

Roger Peach, a parent and an I.e.a. governor of the school, believes there will be strong pressure from other parents and governors to opt out of I.e.a. control if the authority refuses to renovate Bishop Wordsworth. "All schools under threat will think very hard about opting out. They'd be mad not to," said Mr Peach, who is also chairman of the recently-formed National Grammar Schools' Association.

Tiffin boys' school in the London borough of Kingston upon Thames also wants to opt out, if its application for voluntary aided status is rejected. However, Mrs Pam Wardley, the chairman of the parents' association, is well aware of the dangers.

"Taking yourself out of the I.e.a. could look idiotic," she said. "It won't solve the problem of the antipathy to grammar schools." And there may be few financial advantages either. "I think schools which have opted out are unlikely to get any more money than I.e.a. schools, and there will be no 'bottomless pit' for capital expenditure, either."

The Government has left many questions about its new policy unanswered, according to Mrs Wardley.

The CRE report quotes depressing examples of prejudiced excuses from employers:

"My customers won't take lightly to coloured drivers."

"I'm not prejudiced. I just don't like Indians."

The report comments: "This is going on 10 years after the Race Relations Act was passed, despite the fact that the CRE has completed 139 pieces of legislation in 1986 alone."

The EOC strikes a more optimistic note but then, it has only one-third of the CRE's budget and has always taken a lower profile. And discrimination against women, has perhaps, been more subtle.

But it has brought to light two types of discrimination against girls during the past 12 months in some schools in the range of the CRE's Commission has launched a formal investigation and in Birmingham, they do not get the same number of places in grammar schools. Here the Commission has been granted leave to start a judicial review.

There is no doubt the commissions have had a beneficial effect on some people's lives because of their support for individual cases. They have also set precedents and established good practice, sometimes with only the merest threat of their rather puny law enforcement powers or legally formal investigation procedures. And they have changed behaviour, if not attitudes.

But all too often they need to do more than persuade. Perhaps it is now time for the Government, with its stated commitment to the CRE and, with a more robust power for the third time, to use the CRE's powers to effect change.

Both bodies are anxious to get legislation re-drafted. The CRE said that its proposals made in 1985 "to bring about significant changes in the 1976 Act's general enforcement provisions have, as yet, received no formal response from the Government."

The EOC was less forthright, but it too wants more enforcement powers as outlined in its consultative document, *Legislation for Change*.

It could be that Sir Peter was demotivated, but he was more critical than happy at the launch of the annual report.

Both organizations can claim victory. However, by the student strikes in each of their annual reports.

The EOC has Women into Science and Engineering to its credit and a number of other initiatives. It is waiting a European Court of Justice decision that the practice of setting different retirement ages for men and women is discriminatory. The best guidelines in the world will be of little use if the law is not changed.

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"Julius, you ought to write a book"

# Classical answers for today

**CLASSICS**

Sue Surkes discusses new approaches to teaching Latin and Greek

Like countless fellow sufferers, I will never forget the unspeakable drudgery of Latin lessons.

There were, 26 little girls in form 3C, reciting *puer, puerum* incessantly, with only the dubious thrill of wars, invasions and other examples of death to look forward to.

We were not interested in how Romans died. What we wanted to know was how they lived, what they ate, how often they bathed and brushed their teeth. Some of our questions might have been answered had we started school a few years later. For glancing through one of the twice-yearly issues of *Omnibus*, a magazine published by the Joint Association of Classical Teachers and aimed primarily at sixth-formers studying classical civilizations and languages, I found the following exhortation:

"Next time you visit the family planning clinic, try asking for small packets of 'happy spiders'. Or a housewife's womb. Crazy? Yet if you had been a woman in Ancient Rome, it has designed syllabus in classical civilization and ancient history for O and A level."

But as the association celebrates its 25th anniversary this year, it can only look forward with trepidation.

The article is complemented by a rather naughty, yet quintessentially classical, picture of a man and a woman in a compromising position with the caption: "Are you sure you've eaten the beans, love?" - a reference to a contraceptive recommended by Hippocrates.

The piece is signed by John Godwin, "head of classics at Shrewsbury School (at least until the headmaster reads this...)"

Hopefully Mr Godwin kept his job, because his article, like others in the magazine about Greek dinner parties, the oldest Roman book ever found and how not to build an aqueduct, illustrates the way JACT has tried to inject relevance, interest and, dare one say it, fun into classics.

Classics teaching itself has come a long way since the days of *First Steps in Latin*, a textbook of grammatical tables and exercises whose preface as late as 1956 could proudly declare that the words "thou" and "ye" had been omitted from the revised edition.

Some of the English is as overwhelming as the Latin. When the Verb is Copulative, a Complement is required to complete the Sentence, and the Verb and Complement together make up the Predicate."

Latin teaching moved on over the years towards stories along the lines of Monsieur Le Bruin goes to Le Havre - more accessible for 20th-century pupils but nevertheless a little dull.

The real changes came with the Cambridge Latin Course, first published in the late 1960s. Pupils were suddenly able to follow the everyday lives of a Pompeii family who were scattered all over the world following the eruption of Vesuvius.

The course led students smoothly into a study of classical literature. Exercise questions allowed them to break out of the strait-jacket of translation and to write in their own words. The course was a landmark in the history of classics education.

The fear is that classics will cease to exist in the maintained sector," said Mr Geoffrey Fallows, a former executive secretary of JACT, "and once that happens, it will only be a matter of time before it ceases to exist in the independent sector. University departments will be reduced to the size of a small shop."

their language to describe what went on, for example, in an amphitheatre. (However, a recent revision of the course had led to the introduction of more grammatical tables. It seems the repetition of words through reading has not proved quite as effective.)

The mood had changed dramatically. It had become less fashionable to justify Latin as a discipline that could train the mind, illuminate the grammar of English and provide a basis for the study of English literature.

It began to be marketed as a vehicle for understanding European heritage and culture, and for examining sociological consistency and change. The remoteness in time of classical society meant it could be approached without prejudice.

A knowledge of the Greek and Latin languages themselves became harder to justify once Oxbridge and other universities dropped the requirement for a classical language for entry.

The Cambridge Latin Course is still immensely popular, with the similar *Ecce Romani*, published by Longman. JACT can claim the credit for *Reading Greek*, which followed the same sort of approach. On the non-language side, it has designed syllabus in classical civilization and ancient history for O and A level.

But as the association celebrates its 25th anniversary this year, it can only look forward with trepidation.

ENGLAND AND WALES EXAMINATIONS					
	1985	1975	1965		
Latin	32,420	29,775	20,546	O LEVELS	
Greek	2,647	4,440	1,316	A LEVELS	
	1986	1976	1966		
Latin	7,812	1,363	2,216		
Greek	1,228	425	469		

\*Figures not available for 1986

Source DES statistics

England and Wales entries for Latin O level fell from 32,420 in 1965 to 20,546 in 1985. The corresponding figures for Greek O level are 2,647 and 1,316.

In January, this year, Mr George Walden, the former higher education minister, raised hopes when he said there was a "bright future indeed" for a child who had mastered Latin as well as technology. The proverbial kick in the guts came with the recent news that classics will not be included in the national foundation curriculum.

As pupils' test scores will probably assume greater importance, it is interesting to speculate on the impact here of research done in the United States, which suggests that pupils in deprived inner city areas have improved their verbal reasoning and mathematical aptitude results faster as a result of having learned Latin.

But the question still remains - will the classics survive when the new national curriculum comes in, and if so, how?

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# The parents who breed success...

New statistics gathered by the Office of Population Censuses and Surveys show that sons and daughters of graduates are just as likely to apply for and secure a place in higher education whether they go to independent or state schools.

But children of less-qualified parents are less likely to state schools than in independent schools. The lower the parents' qualifications, the greater the difference becomes in terms of aspirations and achievement with children at independent schools coming out on top.

The OPCS study, carried out in

1985, using a sample of 17 to 20-year-old school-leavers with A levels or Business and Technician Education Council qualifications, also examined the impact of sex, type of school or college and social class.

It shows parental influence is closely linked with social class: just as children of parents with degrees do well whatever type of school they attend, so do those whose parents come from social class 1 (professionals and managers).

And young people from high social class backgrounds achieve better A level results and are more likely to apply for an HE place, particularly at university.

Children in these categories are more likely to be educated at independent schools.

Sex is also a factor. Three out of four boys who applied for an HE place in 1985 wanted to go to university, compared with two out of three girls.

The study also reveals valuable in-

formation on other issues:

□ **Acceptance rates.** Eight out of ten (81 per cent) of students with A levels or BTEC qualifications in England and Wales were accepted for a place in higher education in 1985. Seven per cent of the 19 per cent who failed to get in (all A level candidates) were resitting exams.

Slightly fewer than half those admitted gained a place on the course and in the institution of their choice.

□ **Maths and physics A levels.** The survey examined why many pupils who took maths and physics A levels did not attempt the subjects at A level. The two most cited answers were "too difficult" or a "lack of interest".

□ **Significantly,** those who said they were interested in maths and physics were apparently the brighter students who tended to have the greatest number of A level passes and highest A level scores, as well as an ability in maths and physics.

Fewer girls than boys took A levels in these subjects, although girls at independent schools were more likely to do so.

□ **Demand for teaching.** Girls were ten times more likely to take up initial teacher training courses than boys (one in 10 compared with one in 100). The survey also showed that trainee teachers had lower A level results than other HE students.

Only 3 per cent of students already in HE were expecting to take a postgraduate teaching certificate (excluding the 5 per cent studying for a BEd). One in four was uncertain whether they would apply.

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Fewer girls than boys took A levels in these subjects, although girls at independent schools were more likely to do so.

□ **Demand for teaching.** Girls were ten times more likely to take up initial teacher training courses than boys (one in 10 compared with one in 100). The survey also showed that trainee teachers had lower A level results than other HE students.

Only 3 per cent of students already in HE were expecting to take a postgraduate teaching certificate (excluding the 5 per cent studying for a BEd). One in four was uncertain whether they would apply.

**Young People's Intentions to Enter Higher Education**, a report of a survey carried out by the social survey division of OFCS for the Department of Education and Science, is available from HMSO, £11.50.

formation on other issues:

□ **Acceptance rates.** Eight out of ten (81 per cent) of students with A levels or BTEC qualifications in England and Wales were accepted for a place in higher education in 1985. Seven per cent of the 19 per cent who failed to get in (all A level candidates) were resitting exams.

Slightly fewer than half those admitted gained a place on the course and in the institution of their choice.

□ **Maths and physics A levels.** The survey examined why many pupils who took maths and physics A levels did not attempt the subjects at A level. The two most cited answers were "too difficult" or a "lack of interest".

□ **Significantly,** those who said they were interested in maths and physics were apparently the brighter students who tended to have the greatest number of A level passes and highest A level scores, as well as an ability in maths and physics.

# Ten years on and so much still to do

**Diane Spencer appraises the past achievements and present roles of the EOC and CRE**

Two remnants of pre-Thatcherite Britain are still alive and well - but just. The Equal Opportunities Commission and the Commission for Racial Equality, both established in 1976, have now completed their 10th annual reports last week.

Despite its slight seniority on that score, the EOC is the newcomer on the scene because the CRE had a forerunner in the Race Relations Board, a quasi-judicial body set up in 1968 to give both bodies teeth. But he was more critical than happy at the launch of the annual report.

Both organizations can claim victory. However, by the student strikes in each of their annual reports.

The EOC has Women into Science and Engineering to its credit and a number of other initiatives. It is waiting a European Court of Justice decision that the practice of setting different retirement ages for men and women is discriminatory. The best guidelines in the world will be of little use if the law is not changed.

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into English as a second language teaching in Calderdale where it found that the council was setting unreasonably high standards for children who were not English.

But a closer read makes it clear that both commissions are feeling more than a little beleaguered. The CRE will soon have a new chairman as Sir Peter Newnham steps out in August after five years' service to join what might be the quieter waters of the Association of County Councils. Mr Douglas Hard, the Home Secretary, is due to announce his successor soon.

And at the launch of the EOC's annual report, its chairman, Lady Platt, appealed for £1 million over three years to expand its regional offices.

Both bodies are anxious to get legislation re-drafted. The CRE said that its proposals made in 1985 "to bring about significant changes in the 1976 Act's general enforcement provisions have, as yet, received no formal response from the Government."

The EOC was less forthright, but it too wants more enforcement powers as outlined in its consultative document, *Legislation for Change*.

It could be that Sir Peter was demotivated, but he was more critical than happy at the launch of the annual report.

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# LOCAL GOVERNMENT

Education authorities are responding to calls for clear guidelines on handling child sex abuse cases. Diane Spencer reports

While social workers in Cleveland are accused of being ready to place care orders on allegedly abused children, the inquiry into the death of Kimberley Hall, beaten to death by her step-father, is under way in Greenwith. The irony has not gone unnoticed.

Since the death of Jasmine Beckford, who was also battered to death by her stepfather in 1984, detection of child abuse has increased dramatically. The National Society for the Prevention of Cruelty to Children claimed last

# Learning to recognize the danger signals

work that child sex abuse had increased by 137 per cent between 1985/86. The Association of Directors of Social Services' survey found that child abuse in general increased by 22 per cent over the same period.

Mr Brian Roycroft, the director of social services in Newcastle, believes it is the detection not the abuse rate that has increased. Since the Beckford inquiry, which criticized the poor teamwork of the local authority co-operation between agencies has "immeasurably improved," he said.

Last year, after the publication of the Hargrave Report, the Government

issued a draft guide on inter-agency co-operation for the protection of children called *Child Abuse - working together*.

"It says that teachers are 'well placed' to notice outward signs of abuse" and "all staff in the education service must be aware of the need to alert social services," the NSPCC or the police if they believe an individual



## OVERSEAS

# General election unlocks school reform floodgate

The Nationalist Party is set to reorganize the education system after 16 years of Labour rule.

Dr Ugo Mifsud Bonnici, the new Minister of Education, intends to raise standards, reform the structure of the state school system, reintroduce arts and science degree courses at the university and reverse Labour's hostility to church and private schools.

Under Labour, more parents moved their children into fee-paying private schools, most of them run by the Catholic church. The Labour government had wanted these schools to provide free education, but last year came to a temporary agreement with the Vatican on dividing the cost of gradually abolishing fees. This agreement ends in September and will have to be renewed or renegotiated.

Dr Mifsud Bonnici said all schools, state and private, will now be given government funding on a per capita basis. This will allow parents a genuine choice between different forms of education without the need to pay fees.

One crucial issue for the teachers' union is negotiating pay parity between private and state schools - rates in the state system are about one-third higher.

## MALTA

**The education system built up during 16 years of Labour rule is about to be swept away. Carl Slevin reports**

Violence before and during the election campaign left one Nationalist Party supporter dead and two more in hospital with serious gunshot wounds. The new Government had a brief respite, but on June 19, after only six weeks in office, Labour supporters rioting over charges of electoral corruption attacked the law courts in the capital, Valletta, and looted nearby shops.

The dissatisfaction with Labour was shown by an editorial in *The Teacher*, journal of the Maltese teachers' union, immediately before the May general election. It said the Government's trade union policy had been "oppressive and vicious" and "put to shame the likes of Jaruzelski and Pinochet".

The new Minister also intends to give state schools more autonomy, and to foster specialization in the private sector. He will abolish the complex



Hands across the water: Malta's new leader, Dr Eddie Fenech-Adami, wants to bring his country closer to Europe.

state streaming system which begins with formal examinations for pupils at the age of six. The transition from primary to secondary at 11 at present distributes pupils almost irrevocably between junior lycums (grammar schools), secondary schools (secondary moderns), trade schools and junior craft centres (post-primary training establishments with a low academic level). Dr Mifsud Bonnici believes streaming has prevented many working-class children from realizing their educational potential.

His first change was to abolish Arabic as a compulsory subject for all secondary pupils. It was made obliga-

tory in 1977 as part of Labour's policy of moving Malta towards the Arab world.

Dr Mifsud Bonnici announced the change in status to a Libyan government delegation, but said the language would remain compulsory for university students of Maltese linguistics. This would require the appointment of a professor of Arabic, he said - Mr Ali Nagim, secretary of the Libyan Popular Office in Malta, immediately agreed to have a professor seconded at Libya's expense.

Malta's university will be restored to its full status. From 1974 Labour merged it with the country's

polytechnic to form the New University. All degree courses in arts and sciences were abolished and the faculty of theology closed. The remaining courses were all vocational - medicine, law, engineering, education, economics and management - even economics was excluded. The merger will stand, but all the cuts will be restored although some courses will have limited numbers.

The previous government's student worker scheme will be abolished. All university students spent six months each year with the company sponsoring them. Lengths of courses will also be reduced.

## The voodoo war chest fills up

## UNITED STATES

**Bill Norris on the teachers' union that is helping to fund the fight against Reaganomics**

They opposed the appointment of a conservative judge to the US Supreme Court, aid to the Nicaraguan Contras, mandatory tests for Aids, corporal punishment, and the adoption of English as the official language of the United States. They supported the distribution of condoms in schools, and debated whether or not to support a gay rights march on Washington.

No, it was not the annual conference of the American Labour Party (there is no such thing). Just the 8,000 delegates of the largest US teachers' union, the National Education Association, assembled in Los Angeles for their 125th annual convention.

The NEA is the nearest thing America has to a large-scale political organization of the Left. If there was any doubt remaining, it was dispelled by Mary Hatwood Futrell - elected for her third term as president by a majority of 7,497 to 237 - when she announced that the union's political action committee was now the third most powerful in the United States.

It ranks behind the American Medical Association and the National Religious Association in contributions to political campaigns - it has donated \$1.7 million this year. "In 1988 we will be number 1," declared Ms Futrell. "We will have the biggest campaign war chest because we are going to war - a war for a better future for the children of America."

### Activity Centres

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Mary Hatwood Futrell: "The voters will reject voodoo education in 1988."

Ms Futrell made it clear that the NEA's favoured candidate will look nothing like Ronald Reagan. "In 1988," she said, "the voters of America finally rejected voodoo economics. In 1988 they will reject voodoo education."

Politics apart, the convention did deal with some education matters, among them the desire for higher teachers' salaries. A public opinion poll produced mixed results: 50 per cent of Americans apparently approve of higher pay, but three-quarters demand higher standards in return, and only 43 per cent (down from 50 per cent last year) would be willing to pay higher taxes as a result. Obviously, the public also said that they saw the American literacy rate - currently the worst in the industrialized world - as the best indicator of the schools' success.

On the NEA does not really have any American teachers, said Ms Futrell.

were "better educated, have more experience, and are working harder and putting in more hours than ever before. America's teachers have reached a level of maturity and stability that bodes well for students and the community at large."

Perhaps, but the same study showed that they are not too happy in their jobs. Of 2,000 teachers surveyed, only 27 per cent said they would enter the profession if they had the option to do it again; 36.1 per cent said their main reason for staying was the long summer holidays, almost one in five claimed to be teaching subjects for which they were unqualified, and just under half intended to retire within 15 years.

As it has been doing for some time, the NEA is justifying its claim for improved salaries and conditions on forecasts of an impending teacher shortage. Delegates were told of 35,000 vacancies remaining for the coming school year, with 48 per cent of school districts intending to use temporary or substitute teachers - a sore point with the union.

These figures contradict US Bureau of Labour statistics, which claim there will be no large-scale teacher shortage in the next decade. "If the public allows school districts to hire anybody off the street," said Mr Don Cameron, NEA executive director "of course we won't have a teacher shortage."

The NEA, with a membership of 1.86 million, now represents some 76.5 per cent of American teachers. This does not impress Mr William Bennett, the US Education Secretary, who said at the conference that "the NEA leadership has long since lost any legitimacy to speak on behalf of the quality of American education."

Mr Bennett, who was about to leave on a visit to Mrs Thatcher and Pope John Paul II, added: "They showed once again this week that they are far more interested in playing politics than in working for serious education reforms."

Ms Futrell was not amused. "He has done absolutely nothing to help us address the problems we face in education," she said. "I look at the policies and programmes he's advocated. I would like to say he's an anti-childhood, anti-public education, anti-quality."

And the presidential election will

## Students die in violent city centre clashes

## VENEZUELA

**Michael Gibson on renewed anti-Government protests**

Two university students have been shot dead and several policemen wounded during a new wave of anti-Government protests.

The disturbances began in March when the fatal shooting of an engineering student sparked four days of rioting in the western city of Mérida. Trouble flared again early last month with violent incidents between police and student demonstrators in Caracas and six provincial centres.

Mérida was again at the centre of the unrest, which has been partly fuelled by soaring inflation, and troops patrolled the city centre after an outbreak of looting and arson. Soldiers occupied the university campus and detained several student leaders.

In Trujillo and Valera, demonstrators burnt down the local offices of the ruling Democratic Action party after a 20-year-old student was shot dead and four others were wounded in clashes with police.

But the worst incidents were in Caracas, where seven policemen were reported to have been wounded by sniper fire outside the Central Uni-

versity, the country's largest. Violence spread to the city centre, where an 18-year-old female student was shot dead. Police said it was the work of a sniper, and charged that hoodlums later led attacks on the police and property.

This view was echoed by Interior Minister José Ángel Ciliares, who said radical groups were trying to create a climate of violence "to justify the disorder". President Jaime Lusinchi warned that the Government would not allow "subversion to take over this country".

The latest protests began on June 4, when 42 students went on hunger strike in an attempt to free 17 people arrested after riots in the eastern town of Cumandá in May. These disturbances were provoked by the doubling of bus fares - a move guaranteed to cause ructions throughout Latin America.

Concern over fare increases is linked to a more general discontent over accelerating inflation - expected to reach 40 per cent this year, compared with 12.5 per cent last year. This is a traumatic change for a country long accustomed to relatively stable prices, and has provided radical students with an issue that links student political preoccupations with those of the rest of the population. More confrontation may be expected, as the Government struggles to cope with declining revenues from oil, the mainstay of the economy.

TES correspondents are visiting their neighbourhood schools. In the first of a short series, Jane Marshall spends a day at the Athénée Royal de Woluwé-Saint-Pierre in Brussels

## Allowing for a choice

Tuesday, during the long lunch break. The infants are eating in shifts, and playing together. A group of primary pupils is immersed in a theatre workshop. Secondary students are at a modern jazz session. On other days, the activities - which also take place after school - might be volleyball, computers, handball or gymnastics, all organized by the active parents' association of the Athénée Royal de Woluwé-Saint-Pierre.

Woluwé-Saint-Pierre is a pleasant, reasonably prosperous Brussels suburb, and the Athénée Royal is its state-run school. Built just over 30 years ago, its three sections - infant, primary and secondary - educate nearly 500 pupils aged between two-and-a-half and 18. Children enter primary school at six, when education becomes compulsory, and when they are 12.

Mme L. Kestens is head of the whole institution, with particular responsibility for the secondary section. She has had a long association with the school, as a former biology teacher and mother of two girls who attended from infant level upwards.

The Athénée Royal, like other state-financed schools, teaches the curriculum laid down by central government, with an eye to the standards different states expect.

The three and four years are for "orientation", the common syllabus shrinks and the number of options increases to six by the fourth year - general, Latin, economics, maths/science, Latin/math/science and modern languages. The number of options goes up to seven, with Latin/Science, for the two final years or specialization period.

Rejane Baldari is 18 and looking forward to starting at ULB, Brussels Independent Francophone university, in October. She is aiming for a degree in commercial engineering - a science-based diploma which should give her access to a wide range of jobs in business and accountancy.

In her final, specialization period she chose maths/science. So on top of the common syllabus of religious or moral studies, history, geography, physical education, French and Dutch, she has seven weekly periods each of maths and science (physics, chemistry and biology), two of English, one of practical laboratory work and one of technical drawing.

Lower down the school are two more budding commercial engineers, Andrea Penaloza, 15, and her brother, Andres, 12. He has started on the road to that qualification by taking the Latin option (more academic at this early



Standing room only: the end of three years pre-school experience

They then choose either a Latin or science option for six periods. A third option, socio-economic studies, is added in the second year. These two years are treated as a period of observation for pupils.

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Wednesday morning sessions in the pool of the sport complex over the road when they are four), fund-raising events, information bulletins, and much more. Each year they help welcome disabled youngsters from around a dozen countries taking part in the Olympics for the Handicapped.

One of the association's most effective services is the *garderie*, where children whose parents work are looked after for a small charge from 7.30am until school starts, from the end of lessons until 6.30pm and on Wednesday afternoons, a half day. It also organizes a supervised homework hour after school.

Most Belgian schools offer child-care facilities. "It's part of the competition that exists here," explains Mr Keuweze. "If one school provides the service, the others in the area find they have to as well." The continuing fall in Belgium's birthrate has made the competition between schools more acute.

Parents do not hesitate to change their children's schools if they want; they are not restricted to catchment areas - the Athénée Royal has pupils from many other communes - or to the state-run network. Provincial and local authority-run schools constitute a separate official network, the independent, usually Catholic, establishments are also state-subsidized so long as they conform broadly to the public schools' programmes and accept state inspection.

So schools become anxious to keep their numbers up - under economy measures introduced last year, when pupil rolls fall, so do teachers' jobs. Fortunately for this school, its intake continues to rise.

Now it is the end of the summer term, and of the school year. The secondary students of the Athénée Royal have taken their exams; others are gloomily preparing to take them again in September. Those 18-year-olds trying for university need to pass every subject (a minimum 50 per cent in each of the 12 or so they take) for a *bachelier* diploma. Once they have that, entry to higher education is unlimited.

The five and six-year-olds who have just finished their infant classes have their pre-school experiences to reflect on - up to three years spent developing relationships, learning basic skills, of numerous school trips to museums, galleries, playgrounds, films, a TV studio and even a week away from home in the Belgian countryside. They then graduate to primary school with its more formal education - and homework.

The parents' association also organizes activities at midday and after school, computer courses for parents, holiday courses, swimming for the smallest children (who start their

## Watchdogs' bark gets louder

## MALAYSIA

Malaysia has created a further 6,569 government education officer posts in schools, colleges and teacher training institutions.

The massive increase in "watchdog" personnel worries educationists and teachers who see it as further evidence of the Government's determined efforts to take tighter control of professional and educational standards, stamp out student indiscipline and ensure its controversial new national education policy - which has been condemned for its political and racial bias - is implemented.

Teachers have long complained about the Government's interference and tight control over all appointments, and the academic and administrative running of schools, colleges and universities.

They say the rise in institution-based government officers can only strengthen the already stifling direct political control.

The measures will cost more than \$11.6 million (\$M6.3 million) a year in extra salaries. Teachers see this as a slap in the face for their profession, which is generally poorly paid, lacking in promotion prospects and facing shortages in many key areas.

The largest number of posts are being created at the school supervisor and co-curriculum adviser levels in schools, and at student affairs adviser and head of department levels in teacher training colleges and polytechnics. The Education Ministry says all the new posts are "promotional", meaning a speedy promotion can be anticipated. An officer obtaining experience at school supervisor or head of department level in a college, for instance, would automatically be eligible for promotion to headmaster or principal.

At present only 20,744 or 11.6 per cent of the 178,000 education officer posts at ministry and state levels are in the promotional category. Selection is based on a special three year report on each candidate.

The Ministry says the Government has recognized the lack of promotional prospects for education officers and that the move should upgrade state and district education departments.

The new appointments have surprised teachers and educationists, as they have come at a time when the Government is enforcing cost-cutting measures elsewhere in education.

Geoffrey Parkins

## Action group makes a mark for the future

## PAKISTAN

A 19-year-old girl denied a place in medical school despite higher marks in the qualifying exam than most successful male applicants, has filed a petition in the Karachi High Court alleging sexual discrimination.

Ghazala Hashmi, who has also taken her case to Sindh's Chief Minister, formed the Action Committee for Old Students when she found about 100 other girls in a similar position.

Girls can apply to four medical schools in Sindh province: the Aga Khan Hospital in Karachi offers 100 places a year to students of both sexes. Shaheed Medical College has 37 places for women, and Dow and Sind Medical Colleges reserve 389 places for boys - but only 212 for girls.

Ghazala got 73 per cent in her qualifying exam; to get into Dow, girls have to get at least 77.5 per cent, boys 70 per cent. For Sind, girls needed 60 per cent and boys 67.5 per cent. The recent result of a similar petition brought last year in the Lahore High Court by 95 female applicants was not encouraging for the AGCS. The judgement recommended that the selection should be granted to all on merit basis, but was reversed.

In addition to the constitutional argument, Ghazala's case was based on the fact that girls are better students, are more

serious and industrious, and not involved - unlike their male counterparts - in student politics.

But an eminent female Karachi gynaecologist says 25 per cent of women medical students drop out, either during or after qualification, when they get married.

She says it is still not totally accepted in Pakistan to have careers - or for women to work and not marry. She believes the admission systems at Dow and Sind are simply the result of the Government being "realistic" and not wanting to waste money.

Ghazala and her fellow AGCS members say the drop out rate has never been statistically proved. She says medical students of both sexes should be penalized if they fail to practice after qualifying, either by reimbursing the Government with the cost of their training - or by serving a jail sentence.

If judgment is given against her, Ghazala will take her case to the Pakistan Supreme Court. If she fails there, she says she will take it to the United Nations.

## Out in the long hot summer

## GREECE

**Greek students will soon have to borrow their textbooks. Helena Smith reports**

higher education law which substantially reduced professors' powers, expanded junior teaching posts and brought in American-style departments - have proved popular.

But this latest scheme has met with stiff opposition from students who are, like most of Greece, feeling the effects of the Government's second year of economic austerity. They are concerned that they will have to buy books previously provided by the state.

"We must act before we arrive at the point of wanting to study, but not being able to for economic reasons," said Gregory Bouliambasis, president of the Student Union.

Mr Dionysios Klivis, Secretary General of the Ministry of Education, said the students' angst was based on a grave misunderstanding. "More books than ever before will be available. Sharing may not be easy at first, but it will benefit the students in the long run," he said.



Antonia Triantafyllidis attempting to update Greece's education system



LETTERS

# Family life classes to secure home-made futures

Sir - On June 26 you published a trailer to a forthcoming book, *Divorce in the School*, by its authors Kathleen Cox and Martin Desforges. Unfortunately, they are quite correct in stating that it is no longer possible for schools to ignore marital breakdown. The same applies even in Russia (as reported coincidentally in the same issue), where Soviet researchers blame their 'school system for its failure to educate children in family matters'.

Cox and Desforges are also on target with many of their suggestions for school responses, not least of which is sensitive and morally based teaching about the nature of marriage and family life. The chance of this being a serious part of Mr Baker's core national curriculum presently seems remote.

Mrs Cox, if not the Secretary of State and his advisers, will recall that no action has yet been taken on the recommendations of the August 1983 Aston University research report commissioned by the DES, on preparation for parenthood in secondary schools. In that study no i.e.a. reported having a policy in that field (despite the Court

Report and many other recommendations), while explicit teaching about marriage and the skills and commitments of partners prior to parenthood seemed rare.

It is little wonder that abuse in our relationships is so common, and that the psychological and physical security of a high proportion of our children is endangered. The daily implications for schools of the insecure bonding of children to one or both of their parents, and of the pervasive social attitudes that relationships are disposable, are enormous.

On present trends we may doubt whether schools as we have known them will be manageable by the 21st century, for patterns of secure attachment, of ambivalent detachment and of alienation are socially transmitted, and largely through the home environment.

Personal futures are for the most part home-made. Schooling extends and enriches the child's world from home and local community, but it relies on complementary initial and continuing home environments to maximize its educational output. That

is why family life education, including teaching about marriage and parenthood - and their risks, must become our nation's foremost educational priority.

In our prime attachments, particularly to parents and family members, lie the basis not only of personal worth, but of social peace and, even, better technology.

Teachers must play a central role in getting that message across in their communities and classrooms. The National Campaign for the Family (which will be publicly launched in September) will be unremitting in its pressure to promote the necessary educational and social policy changes which will enhance family life, and thereby the interests of all members of society.

RICHARD WHITFIELD  
Emeritus Professor of Education,  
University of Aston and Honorary  
Chairman of the National Campaign  
for the Family  
c/o The Salvation Army  
101 Queen Victoria Street  
London EC4



Prime attachments: the basis of personal worth and social peace

## Permissive age

Sir - I do not wish to belittle the need to protect children from the sexual acts of wrong-headed men, but we should bear in mind what else may lie behind the increased diagnosis of the sexual abuse of young girls.

We put schoolgirls on the pill with or without parental consent. We instruct schoolchildren in contraception. We actually consider that homosexuality might be taught in schools as an acceptable way of life. We instruct infant classes in the recognition of sexual approaches.

All this against the background of everything that goes with the permissive society. So what do we expect big sister and brother to talk about, and what investigative activities do we

expect among their younger brothers and sisters and their little friends?

Old fashioned, vigilant parents (nowadays dubbed, hypocritically and threats of dire consequences, safe apart from religious rules, as the effects of normal childhood curiosity). Today's child has more awareness and opportunity for what is diagnosed as sexual abuse and, if father or mother is little Jack and Jill, they can get their own back on him if Jill tells a good tale on Childline.

Perhaps sex education in schools has created more problems than it has solved.

DAVID J STRAWBRIDGE  
222 North Allington  
Bridport  
Dorset

## Capital assets

Sir - Frances Morrell fires the first salvo in a propaganda war to save the Greater London Education Authority (GLES, June 26). That article destroys her own case.

First, she argues that withdrawal by the Cities of Westminster and London from the ILEA would rob the authority of the financial resources it needs to provide services in the poorer areas of the capital.

But then she points out, correctly, that the commercial rate is in any case going to be redistributed by the Government under its new financial proposals for local government. Those proposals will ensure that the commercial wealth of Westminster and London is distributed to the poorer boroughs whether Westminster and London opt out or not.

Ms Morrell then complains that it is not fair that withdrawing boroughs like

Westminster, Kensington and Chelsea and Wandsworth will not be rate-capped and so can afford better services than the ILEA can.

Perfectly true. The reason that the three authorities will not be rate-capped is that they have managed to run their services economically. What is more, any overexpending on education could be balanced by economies elsewhere.

Frances Morrell says that the quality of the ILEA service needs to be improved. That is undoubtedly true. Sixty-seven per cent of ILEA secondary school parents are dissatisfied with the service, more than twice the national average. Increasing demoralization of teachers is caused by the bizarre political interference of County Hall. And the ILEA divisional administration is grossly overworked and grogged down by the pressure of the 3,000 plus ILEA bureaucrats in County Hall.

Ms Morrell says that the abolition of the Greater London Council caused a structural crisis. At the moment I have not talked to anyone who has suggested that a crisis has followed the abolition of the GLC.

Services continue without any perceptible difference - except more cheaply.

I am confident that if London boroughs opt out of the ILEA we shall look forward to an improving system of education in London as the weight of political interference and bureaucracy is lifted; as effective boroughs decentralize to schools; and as resources are concentrated in the education establishments themselves.

COUNCILLOR LADY PORTER  
Leader of the Council  
Westminster City Hall  
Victoria Street  
London SW1



Frances Morrell: no disagreement with her argument that the ILEA service needs to be improved

# Innocent victims of the unions' membership wars



Now there is a truce - but for how long?

Sir - Members of the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers may have been surprised at the common front adopted by their union leaders, after so many years of bitter acrimony. It was not in teachers' interests that their unions should be so publicly divided, but the unions promoted their own interests, at the expense of their members, in what amounted to a membership war.

So why the belated alliance? If teachers have no negotiating rights, they have no need of negotiators. Don't be surprised if the day after having taught his daughter to read in 26 days by teaching her one letter of the alphabet each day, I have to ask the NAS/UNT and the NAS/UNT fine some new source of acrimony. For myself, a disaffected NAS member, I hardly care anymore. I came into teaching at about the time of the Houghton award. Having seen what our representatives have made of negotiating rights since then, their loss seems no loss at all.

CHARLIE HARRISON  
64 Dutton Lane  
Eastleigh  
Hampshire

## Faint-hearted

Sir - I was entertained to see *The TES* playing with union membership figures and attempting to deduce that the Assistant Masters' and Mistresses' Association had somehow overtaken the membership of the National Association of Schoolmasters/Union of Women Teachers (July 3).

Like all statistics they need a more detailed analysis. At the end of 1986 in the state sector, AMMA's membership was 1,517 primary; 57,989 secondary; 1,517 special; 1,063 FE; and 8,121 unattached - a total of 86,235, which includes some membership in Northern Ireland.

The rest of the membership figures are made up of students, the independent sector and associate members. The NAS/UNT total of 101,590 is a base line figure from which all other indirect membership, including our Northern Ireland members, has been removed.

The AMMA knows the NAS/UNT is the second largest teaching union; their acceptance of that for the National Joint Council is only a confirmation

of the fact. I take no pleasure, however, in the National Union of Teachers' loss of members, whom AMMA themselves describe as the 'faint hearts'. It has too familiar echoes of 19th-century factory owners' demand for female labour because it was 'compliant' and the old NAS argument that second income-earning women will lower the pay levels and standards of us all. I have always wanted to believe that teachers will set an example of courage and principle to their pupils. Faced with the negation of democratic freedom in education, we need staff of determination and strength to resist Baker's bullying.

Now, more than ever, staff need a strong union to protect them from the worst excesses of Baker's imposition and the forthcoming batch of educational changes. AMMA's recruits may find the price for their ostrich-like attitudes.

SUE ROGERS  
NAS/UNT executive member  
74 Brookhurst Avenue  
Sheffield

## Burning issues

Sir - I am alone in being concerned about the two orthodoxies which have crept into modern education?

First was when you would have had to put up at least a pretence of being a Christian to get any sort of teaching job. Nowadays we pride ourselves on tolerance of a wide range of beliefs and points of view, but how would you rate the promotion chances of a teacher applied to a generalist post and who

culturalism? I am not arguing against these two objectives, but merely suggesting that they are matters on which more than one point of view is possible. I wonder how many teachers who claim to support them do so from conviction and how many from fear of heresy and its consequences.

FRANCES ROADS  
61 Malmesbury Road  
South Woodford, Essex (EN11 1NU)  
London SW10 and teachers' staff

## Media studies

Sir - It is said that my article should be taken by Philip Simpson and Philip Drummond (Letters, *TES*, July 3) to suggest an 'anti-media education animus'. In this, and in earlier contributions to *The TES*, my criticism of the language used by some writers was that it has the effect of narrowing the field of media studies and making it less accessible.

What is damaging to media education, is writing that is incomprehensible to those who may wish to be educated in the subject, or writing that dresses up simple concepts in pretentious verbiage.

Of course, I was not complaining about the use of accepted terms such as those mentioned by Philip Simpson (genre, stereotyping, institution and representation). In the case of the GCSE syllabuses, I simply pointed out a contrast between the demand of the Northern Examining Association for candidates to 'demonstrate an understanding of the technical and theoretical terminology of the subject', and that of the Welsh Joint Education Committee which expects candidates to understand such concepts as image, signs, codes, etc, but not that they 'will necessarily use such terms'.

My article was not chiefly about the content of the books, and it is hard to see how I could examine the language used in them, without the 'selective quotation' which I am accused of making by both your correspondents. If I had done without 'selective quotation', they would no doubt have been criticizing my 'unsubstantiated generalizations'. But I can reassure Philip Simpson on one thing: Mike Clarke's *Teaching Popular Television* and Alvarado, Gutch and Wollen's *Learning the Media* came to me for review after I had written the article on the language of media studies. In my review, which will appear shortly, I recommend both as likely to be useful to teachers. They are written not in Druidic, but in English which (even) I can understand.

ROBIN BUSS  
106 Nevada Street  
Oswestry, Shropshire  
London SE10

## Over-stated case

Sir - I have been involved in media studies as both student and lecturer over the past 10 years and, like Robin Buss (*TES*, June 19), have sometimes been amazed by the overcomplexity of some of the writing in the field.

I feel, though, that Mr Buss overstates his case. First, much British writing in the field uses terms, concepts, and definitions which derive originally from writers from other European countries - terms which sometimes do not translate comfortably into the English language.

Second, the intended audience for much of the writing about which he complains is not the general public, but undergraduate and postgraduate practitioners within the field.

Third, what about the languages of

mathematics, or music, or chemistry? Or literary criticism, come to that? There are plenty of other 'mystificatory smokescreens' around if we choose to see them.

Having said all this, I must agree in general with the points Robin Buss makes, although I take issue with the apparent venom with which he expresses them. Finally, can I commend to him (and to any of your readers who may have been discouraged by his article) a new book called *Learning the Media* by Manuel Alvarado, Robin Gutch, and Tana Wollen, published by Macmillan? This book sets out the main areas of the field in an admirably straightforward and understandable fashion.

RICHARD WOODCOCK  
166 Vicars Terrace  
Leeds

## Jargon-ridden

Sir - In their indignant dismissals of Robin Buss's assault on media studies jargon (*TES*, June 19), Philip Simpson and Philip Drummond protest too much (Letters, July 3).

I have taught cultural studies at degree level and communication studies at A level; media studies have always formed a significant part of my GCSE, CSE and general studies courses. I therefore do not represent or subscribe to what Philip Drummond calls 'a certain anti-media education animus'.

Nevertheless, my own strong belief in the value of these three fields (which overlap considerably) does not blind me to their faults or lead me to accept everything that is written by their academics and theorists.

Robin Buss points to the regrettable fact that some of these writers display an astonishing disregard for effective communication and use language not to enlighten, but to obfuscate.

The worst excesses seem to me to occur in writing on the media, although the British Film Institute education material demonstrates that it is perfectly possible to introduce and use a technical vocabulary, without muddling the English language and mystifying the reader.

One is therefore driven to conclude

that the tortuous opacity of some writers points to either communicative incompetence or a conscious attempt to outdo and impress through sheer impenetrability.

Mr Drummond asks why Robin Buss said almost nothing about the content of the works he discussed. The point is surely that in such examples, any content is totally obliterated by the pretentious incoherence of the style. Such writing completely fails to communicate, except to the initiated elite who specialize in juggling the jargon in similar self-indulgent fashion.

As a committed teacher and student, I believe this to be an unhealthy practice, which brings these important fields into disrepute. There is much excellent work which is readable and enlightening, and it is vital that which is neither should be exposed and discarded.

SUSAN GRIFFITHS  
23 Pantalan Road  
Loughborough  
Leicestershire

The correct title of the organization of which Philip Drummond is secretary (*TES*, July 3) is The National Association of Teacher Educators and Advisers in Media Education. TEAME can be contacted c/o Media Studies, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL.

## Combined science

Sir - The Secondary Science Curriculum Review pack, *Better Science*, has a lot of generalities aimed at making double subject science compulsory in the 11-16 school (*TES*, June 26). It ignores, not surprisingly, the positive value of choice and pretends, as is the fashion again, that there is a useful subject called science.

The present Government seems to want to compel a bland mix of the three separate subjects, physics, biology and chemistry. Where are the trained qualified teachers for this new subject? It takes about 1,000 hours to train as a physics teacher. Does the Government have plans for release on a massive scale to train specialist teachers for 'science'?

In the long term, highly qualified specialist science teachers will go to sixth-form colleges, leaving the general science teacher for the secondary school.

I am sure that *Better Science* has in a patchy, incomplete way provided some valuable material and ideas. The trouble is that it will be used as a weapon to enforce compulsion. It is not believable that compelling students to study subjects that they reject is going to improve the country's scientific performance. Science should be available as a combined subject, but so should physics, biology and chemistry. The Government believes in freedom of choice, or does it? To end on a cynical note, it is possible that the attitude of the Department of Education and Science owes more to the shortage of physics teachers and a desire to minimize teachers' wages.

JOHN COOPER  
137 Northway  
Sedgley  
Dudley

## Involving parents

Sir - There has recently been much correspondence in the press concerning parent/governor annual general meetings. Much of the concern has centred around the numbers of parents who attend: numbers have ranged from one to more than 50.

In our own school in Chiddingfold, we achieved a turnout of about 40 parents - for a school roll of about 120. This is, perhaps, a reasonable figure, and was achieved through a mixture of persistence, through the local parents' group, and small strategies like window-stickers.

It seems to me that the irony and contradiction involved in the legislation, which brought these meetings about, on the one hand, the Government wants to find ways of involving parents more in schools (for whatever reasons) and their activities; on the other, the teachers, local authorities, and the local authorities continue to act according to the dictum: 'The professionals know best'.

## Staff shortages

Sir - The article by Norman Thompson on London weighting was timely and significant (*TES*, July 3). The article to fill Scale 1 posts in this area is time-consuming and frustrating, a veritable annual summer term nightmare for heads.

Speed is essential. Last month, I short-listed four English candidates for a Scale 1 post within a week of the appearance of the advertisement in *The TES*. Not one turned up for interview; they had all obtained elsewhere. In response to my advertisement last week for an English teacher, I had not a single applicant. In response to an advertisement two weeks ago for an art post, I had two applications. One withdrawn.

What are the shortages? The problems are found not only in mathematics, CDT, chemistry and physics. Are English and art teachers? That (this should happen at a time of school closure) is extraordinary.

I might add that we are a secondary 11-18 co-educational school with 1,100 pupils, a large sixth form, excellent facilities and extensive playing fields. Are those who would normally be looking for Scale 1 jobs leaving teaching in large numbers? In the London Allowance (and especially the Fringe Allowance) so grossly inadequate that candidates will not even consider posts here?

It is vital to get some information on the reasons for the present situation. Perhaps the teacher training departments have some information to offer. Are the statistics and the assumptions based on them grossly incorrect?

STAN BUNNELL  
Headmaster  
Queens' School  
Bushey, Hertfordshire

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## Pervasive pigs

Sir - I hope you will permit two comments on Penni Cotton's assessment of the *Longman Reading World* (*TES*, July 3).

First, the suggestion that pig characters 'seem all-pervading' is misleading. There are 64 stories in Levels 1-3 and the animal characters Fred (a pig), Kitty (a cat), Lucy (a koala) and Barney (a dog) appear in 16 of them. Other animals are the main characters in 12 further stories and the remaining 36 stories have human main characters, sometimes on their own, often with animal or fantasy characters.

The reason for this is simple. Children chose the stories and characters they liked best from a collection of more than 300 stories. The majority of children love animal characters and fantasy. They have particularly enjoyed Fred, Kitty, Lucy and Barney.

The major impact of educational

publishers and their authors is often ignored by those assessing curriculum development. Your readers may be interested to know that I am more than happy to allow bona fide educationists access to this material and our trial school reports at Longman House.

Although only four months after publication, we are already very pleased with the reactions from teachers and children to the great variety of language work and colourful characters contained in *Reading World* - yes, especially Fred, the pig!

DAVID JAMIESON  
Director, Longman Primary  
Longman House  
Burnt Mill  
Harlow, Essex

The teachers' books for Levels 1, 2 and 3 are £7.50 and not £17.50, as stated in *The TES* article. The Level 2 reading books are £1.25 when purchased individually, not £1.50 - Editor.

## Letter press

Sir - C P Hall's letter (*TES*, July 3) opened up so many contentious issues it is difficult to know which one to answer first. But here goes.

1 In response to his proud boast of having taught his daughter to read in 26 days by teaching her one letter of the alphabet each day, I have to ask the alphabet each day, I have to ask why he couldn't be doing with a four-year-old? If such a child learns to read, yearning for such a child learns to read, by virtue of the sheer amount of exposure to good literature shared with her by caring adults, all well and good, but why must she be systematically taught, letter by letter, at that age, when she could be sifting sand, planting seeds or working with wood, clay or water? All these things are more real - and relevant - to a four-year-old than being taught a letter a day!

2 To put reading in its proper context, it is only a tool, a very useful one, but like all tools, one which will not be required until a child sees its relevance to her situation, ie, until she has seen adults using the printed word, and has shared with them the mysteries and pleasure of story. Then she will be up to the tool - at four, five or six - and she will devour print in whole chunks, not letter by letter. This method which is intelligent, despite its apparently casual approach, has been labelled the 'real books approach' or the 'apprenticeship approach', and fits in nicely with a discovery method of working.

## Birth right

Sir - Your diary item, 'Exam upset', referred to Spike Milligan's poem against abortion, which was used in an English Literature GCE O level paper (*TES*, July 3).

I would like to point out, to the parent who complained, that the girls and boys she is referring to are the lucky ones. If she had had her way they might not have been there to take the examination in the first place.

A P CHEAL  
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TEENAGE DRINKERS

# Several over the eight

A. Lesley Richards

Doris Rivalland, head of Herbert Carter secondary school, Poole, spoke to the National Association of Head Teachers about the sharp rise in drinking by children. Figures from a recent government survey quoted at the conference are rather lower than those from a survey I conducted between May 6 and 12 this year.

An 11 to 18 girls' grammar school can have no pretensions to being average or representative, but there is no particular reason why it should not reflect the drinking habits of teenage girls.

Every pupil completed a questionnaire anonymously in lesson time. The form contained a list of the alcohol content of different drinks: one glass of wine equals one unit of alcohol. Table 1 shows the number of units they claimed to have drunk during this week.

It is quite possible there was an element of boasting, but informal conversations with older pupils lead me to believe the figures are not wildly inaccurate. Girls who on some days said they drank more than 11 units may simply have lost count. The week in question was approaching the start of

GCE examinations, and The Guardian of May 26 carried a reference to adolescent use of alcohol to combat examination stress. The higher figures for the O and A level candidates does bear this out. Figures for the fifth year include girls who will be leaving school in a few weeks time, whereas the sixth form is comprised of girls who have chosen to continue their education at school. (This explains why in Table 3 the figures for year 6 are lower than those for year 5.)

There is no single reason for the sharp rise at fifth form level. These girls may suffer the strongest social pressure to prove themselves to be adult. Sixth-formers reported that they drank more when they were in the fifth form than they did now.

It is clear from Table 1 that many girls drink regularly. Alcohol Concern says that 14 units a week is the limit which adult women should not exceed. The Government Statistical Office defines a "heavy drinker" as one who drinks seven or more units at least once a week. We have appreciable numbers in these categories.

2 Percentage of heavy drinkers in each year

Pupils were asked about the effects of their drinking. Had they ever, as a result of alcohol, been ill, sick or unconscious; had they ever done something they later regretted, that was illegal or violent? Although they were not asked about the effect their drinking had on school work it seems clear that it was not negligible.



3 Reported effects of alcohol (% of year group)

Year	1	2	3	4	5	6	7
Been sick	1	4	6	9	35	27	43
Been ill	12	9	21	20	50	37	58
Been unconscious	1	1	1	1	15	5	7
Regret something	4	4	13	15	44	28	37
Something illegal	-	-	1	7	22	3	9
Something violent	2	-	1	7	11	2	3

There was an awareness that teenagers drink too much, but the general view was that the problem was only for other people. Thus, when asked to guess the average number of units others in their year had drunk on Saturday night, 83 per cent guessed at a figure higher than their own consumption. "Drinking is OK in moderation," it was thought by 94 per cent. The alcohol education packs stress moderate and sensible drinking. The effect of alcohol on the body varies between individuals, so it is impossible to define moderation precisely. As it is, the present advice is too vague to be effective.

There was a marked change between the fourth and fifth years in their source of alcohol. Below the fifth year, what they drank was predominantly what their family gave them.

4 Usual source of alcohol (% of age groups)

Years	1-4	5-7
Bought by you in a shop	3	36
Bought by you in a pub	3	65
Given to you by friends	26	56
Given to you by family	74	67

It was the family who gave 93 per cent of the girls their first taste of alcohol. The other 7 per cent were in the third year or above and had their first drink with friends. The age of this first alcoholic drink was lower than the government survey suggested. There was no clear connection between the circumstances of the first taste of alcohol and the amount they now drink.

5 Age of first alcoholic drink (% of whole school)

Under 5	5-7	8-10	11-13	14-16	Never drunk alcohol
13	16	33	28	4	4

When asked for comments, more than half the girls wrote "Don't drink and drive". This illustrates an awareness of alcohol as a public social problem. At the same time, they fail to relate this recognition to their personal behaviour.

A Lesley Richards teaches mathematics.

BENCH-MARKS

# Age-related norms

Peter Davies

Public services, like health and education, are never more subject to the whim of political fancy than when a Government is returned for a third term of office. Nor is it wise as practitioners to ruminate overlong on the wisdom or folly of the people's decision. The people, after all, get the government they deserve, and their ability to choose is presumably governed to some extent by the quality of the political and social education they have received.

I wonder if there is any evidence that 20 years of comprehensive education has significantly altered the values which young people espouse. Was, I wonder, the equal value principle, which underpins the work of the good comprehensive school, sufficiently internalized by those who have most recently left school to be reflected in the young people's vote?

Whatever the answers to these complex questions, the next four years at least will see significant changes in the way in which our schools are run. It remains for us to hope that our political masters will exploit longevity to espouse the highest values, and to remember for ourselves Brian Cox's advice in this respect, and work with the moral values of the enlightened.

Like others I remain concerned, however, that Her Majesty's Government wishes to standardize achievement by reference to bench-marks at ages 7, 11 and 14. I returned recently from a rock-climbing weekend in Cornwall. Watching Garry and Bobby both complete their first climb, from a distance one could have assumed that they had both come up to the bench-mark quite nicely. It was the same climb, and while Garry, an athletic boy, went up with consummate ease, Bobby climbed it very well. Only a closer examination of the two lads could have revealed the congenital defect which had left Bobby with only two grossly

deformed fingers. And what bench-mark can exist, I wonder, and at what age, to measure the massive achievement when boys like Bobby learn to tie their shoelaces for the first time?

My son, aged seven, able-bodied and intelligent, has only just learnt to tie his shoelaces. I suspect that Kenneth Baker would set the bench-mark for this skill somewhat younger. The reason why my son never learnt was because he was never taught. This was not negligence on the part of my wife and myself, but a conscious decision to let him wear trainers with Velcro fasteners.

That way he did not spend all morning struggling with his laces when there were so many other more interesting and worthwhile things to do. He has now, at a more dextrous and attentive age, learnt to tie them with no instruction because he needed to know for his own purposes.

Last year I took up canoeing at the age of 36. Marcus, who at 16 still struggles valiantly to produce grammatical sentences which make sense, gave me excellent advice in my desire to learn Eskimo roll, a skill which had been second nature to him since the age of about 11.

I do not believe that it is educationally sound to see achievement linked to age-related norms. I fear this will serve only to foster complacency in the most able, and despair in those who, for whatever reason, suffer from learning difficulties.

Michael Armstrong, head of Havelock primary school, wrote recently (TES, May 15) that education is about the continuing exploitation of limited resources. I believe it is also about exercising discretion in the ordering and valuing of knowledge according to the personal context of the learner. I fear that bench-marks will not help.

Peter Davies is head of the Lechlade School, Watlington, Oxfordshire.

PARENT POWER

# Albert opts out

Pat Lacy

There's a large comprehensive in Kenville. That's noted for hard work (and fun) Where Mr and Mrs Ramsbottom Were obliged to send Albert their son.

They didn't think much of the teachers And they cared even less for the head Whose insistence on homework and effort And discipline made them seared.

But they sent him to have his school dinner And to keep the right side of the law For they didn't want neighbours to notice The truancy man at their door.

Ere a grand little lad was young Albert With a fine mop of fair curly hair And his teachers at first were delighted With his innocent cherubic air.

It was not long before they discovered How easily looks could deceive For Albert could bully and threaten And disrupt and break things and steal.

In lessons he stamped and he rant And swore till the air turned quite blue But nothing just nothing would make him Do the work he was in class to do.

So many demerits had Albert That Alps were used up by the score. Detentions were out of the question: The Ramsbottoms ate tea at four.

The one-day suspension was blissful The three days out even more so. Then soon came the expulsion hearing. "At last," said the teachers, "he'll go."

The committee though gave their Opinion That teachers were acting in a piecemeal way. They should have sent him to the headmaster's office straight away.



The child was an innocent victim And therefore they cleared Albert's name.

So Albert was back the next morning And half the staff, ill, stayed away And even supply staff said sorry. They had other things on that day.

Then along came a new manifest With power for parents in schools And Ma and Pa quickly discovered A new set of government rules.

They went straight to the school the next morning And aware of their rights to the head His school was unworthy of Albert Who'd be sent to a "Good School" instead.

On great the rejoicing in Kenville! The staff in relief jumped for joy. That parental choice worked in the favour Of teachers as well as the boy!

P. M. Lacy is vice principal at the Neale-Wade Community College, March, Cambridgeshire.

FEATURES

# The pick 'n' mix curriculum

Four years before GCSE, one Welsh comprehensive adopted a modular teaching system. Linda Hall describes its dramatic effect on the school's philosophy and practice



Emrys Ap Iwan school provides 45 "additional subjects", many of which reflect the pupils' outside interests. Right: a high-tech music lesson

The shock waves of GCSE caused hardly a ripple at Abergele's comprehensive. Emrys Ap Iwan. While teachers round the country urgently went into training, it was simply business as usual at this North Wales school.

This unusual state of readiness was due entirely to the school's adoption some four years ago of a modular curriculum for the option choices of all 14 to 16-year-olds. It was a radical move that changed not just the content of the curriculum but also its organization and, most crucially of all, the school's whole approach to teaching and learning.

The radical departure of the new GCSE have, therefore, something of an air of déjà vu about them when seen from Emrys Ap Iwan. "GCSE has a long way to go to catch us up," insists Bruce Pryor, the new head who took over from Gareth Newman two years ago. "It's not a question of what the school is doing to adopt the modular approach to GCSE, but how far GCSE is keeping up with our continuously reforming curriculum."

All the allegedly new developments enshrined in GCSE - the more practical emphasis, the stress on experiential learning, the importance of oral work and of group work, the move towards pupil profiles - were actually pioneered by the school when it went modular.

The system is rather like the pick 'n' mix procedure at Woolworth's sweets counter. Pupils choose two different modules every nine weeks and spend two afternoons a week on each one. They complete eight modules in the fourth and six in the fifth. There is no doubt that it is flexible and helps to break down gender-governed choices. It tempts boys to try typing (for the computer-linked keyboard skills) and girls to have a taste of micro-electronics and computing.

It is also capable of offering a breathtaking range of choices. There is a basic core of eight subjects: English language and literature, maths, a foreign language, RE, a "human study" (a choice of history, geography, economics or commerce), a science and a subject from the design and technology faculty. Then there are as many as 45 "additional studies" modules, many of which can lead eventually, in combination to some sort of recognizable qualification - GCSE, RSA or City and Guilds.

However, with so much on offer the system is, of necessity, positively Byzantine in its complexity. The school actually needs a computer to work out the choices and possible combinations so as to provide adequate counselling to the pupils. Pupils themselves confess to getting their mums to sort out the labyrinth of choices for them. Whatever its mystique, however, the system is generally popular with the pupils.

the more expected electronics, computing, book-keeping and mini-company. For the more academically orientated, there is archaeology as well as psychology.

As the head is much exercised by the "irrelevance" of the traditional curriculum, it is not surprising to find among the 45 modules reflecting the latest hi-tech developments like biotechnology and robotics, while tourism is of specifically local relevance.

The school's impressive battery of foreign languages is also linked very closely to notions of usefulness for leisure or business. The British Overseas Trade Board sets the tone in one of the school's many publications, *Bridging the Divide*. It is quoted as observing "a correlation between Britain's poor performance in export markets and our poor performance in foreign languages".

Mrs Anne Woods, head of the foreign languages faculty, sees the school as helping to bridge this gap as the department offers 14-19 year olds a series of nine week modules (equivalent to a one year introductory course) in basic Spanish, Russian and Japanese, as well as in technical or vocational French and German. There is also a post O level course for non-specialist linguists who need to use a foreign language at work.

The unmistakably vocational and technical bias of such curricular developments is hardly surprising as none of the changes would have been possible in the first instance without the massive injection of money that came from the Technical and Vocational Education Initiative, itself backed by the Manpower Services Commission.

"TVEI was feared and detested in its early days", remembers Bruce Pryor. "It was a case of tainted money. A Tory trick to produce industrial fodder, an attack on liberal/humanist education, an all-out attempt to vocationalize the curriculum. However, there isn't a comprehensive in Clwyd that isn't now modular in some small way and that hasn't incorporated TVEI into its curriculum."

Though the head is rightly concerned that at present it is the MSC alone that is dictating the direction of the curriculum and the methods of teaching it, it is clear that TVEI inaugurated momentous changes in teaching styles and methods of assessment, which GCSE is now reinforcing.

Most staff have welcomed the shift from the narrowly academic to the more activity-oriented skills-based curriculum that TVEI encouraged. The school actually needs a computer to work out the choices and possible combinations so as to provide adequate counselling to the pupils. Pupils themselves confess to getting their mums to sort out the labyrinth of choices for them. Whatever its mystique, however, the system is generally popular with the pupils.

engages with those invisible and incalculable facets of human beings which can't be quantified: imagination, feeling and the moral sense.

Here, reflective, teacher-led learning via books and the board has been banished by the simple expedient of block time-tabling. A two hour session twice a week renders the traditional approach stultifying. Of necessity, it has come resource-based and self-directed learning.

It is clear that GCSE, with its tentative moves towards reform, has far to go to catch up with Abergele. For instance, within the modular curriculum the school has pioneered entirely criterion-referenced profiles in order to record the positive achievements of pupils. In other words, pupils are assessed by means of clearly-defined, graded workbooks. "There have been divided into 10 sections, each with four elements of increasing difficulty. This is done on the ground, so to speak, via oral testing, observation and the marking of class and homework."

It is all a far cry from the couple of two to three hour exam papers at the end of a two year course which most of us endured or enjoyed. Pupils have also been invited to contribute to their own profiles by engaging in self-assessment. So certain is the head that "teachers are haunted by the pressure for results", that he dares to prophesy the demise of GCSE within five years.

In its place will come the kind of thrust being pioneered at present in this school. Unit accreditation is not unknown in this country as it is a feature of the Open University's assessment procedures, though it is more readily associated with the American school system. On completion of a module a pupil receives a certificate of credit signed by both the lead teacher and the director of education for Clwyd. Depending on the subjects taken, four of these credits plus a project module can form the basis for the award of GCSE (Module 3).

The "media systems" course illustrates just how successfully all these innovations have gelled together. And how flexible a curriculum constructed on modular lines can be, for cross-fertilization between subject areas is now a real and workable possibility. Media systems combines subject areas as diverse as computing, information technology, photography, sound broadcasting, technical graphic art and TV production. Yet each module is still a self-contained "building block" so that interest alone can dictate choice. Pupils have to complete four out of the five subject areas and in addition research a compulsory project module to qualify for GCSE.

Media systems is not to be confused with the old liberal/humanist media studies courses of the past. It really is as mechanistic and technical as its title suggests and reflects the powerful vocational drive that TVEI has generated in the school. Dafydd Parri, head of media, insists "our course was formulated through negotiation with the professionals. They don't want the old media studies sitting in judgement on them from the outside. They want students to develop understanding of TV from the inside, on its own terms, and to be able to apply this understanding to other media forms."

perfectly GCSE's emphasis on learning by doing and on problem-solving. Pupils now learn, for example, to develop, print and enlarge film as well as use a camera effectively. They learn to master the equipment and techniques of the recording and the TV studios. To this end, the school now has its own radio station modelled on BBC Radio 1, "to give the kids the experience of the patter".

What is missing is the slant that Marshall McLuhan's *Understanding Media* gave us in the Sixties and Neil Postman's *Amusing Ourselves to Death* provides today. If schooling doesn't develop a dispassionate distancing that allows reflective thought to question, doubt and challenge, then nothing else will in our present society.

Postman's searching question, "What are the social and intellectual effects of media?" is redundant in a media systems course. But in an era of mass unemployment, and particularly of large-scale youth unemployment, the temptation in the schools to go for jobs rather than critical analysis must be irresistible.

Indeed, the curriculum co-ordinator Alun Owen describes media as "the new literacy". The truth of this assertion is proved throughout the school. The proliferation of computer and word-processing screens, even in the school library, seems to bear out Aldous Huxley's fear that the electronic age will not need to ban books (as Orwell thought) but will simply displace them.

In fact, the general cry for more textbooks geared to GCSE that greeted its arrival amazed Bruce Pryor. "GCSE has actually rendered books obsolete. Other resources are now needed". Emrys Ap Iwan has no difficulty producing its own worksheets and booklets geared specifically to its short modular courses. As books have dwindled in importance, the reprographic facilities have naturally grown.

All these innovative developments have not been without their teething problems. This school is certainly fortunate that the new head was evaluator of TVEI at Lancaster University and actually evaluated the school before he was appointed. His grasp not just of the potentialities but also of the disadvantages of the modular system helped him cope when the whole system came close to collapse not long after its arrival.

Since then he has worked wonders. Already what he describes as "Mickey Mouse" modules when he arrived have been injected with sufficient rigour to satisfy the Welsh Joint Education Committee's requirements for O level worthiness. He has also consolidated the modular system by extending it into the 16-19 age range and into the core curriculum for the 14-19 year olds. Where initially the modular arrangements counted for only a third of a fourth year pupil's time, now 70 per cent of it can be spent following modular "packages".

What is quite clear is that a curriculum constructed on modular lines lends itself more readily to GCSE than to more traditional forms of assessment. The commitment to technical expertise is more apparent in the curriculum than in the assessment. The commitment to technical expertise is more apparent in the curriculum than in the assessment.



# An expert on the system

Tim O'Shea, who has just been made professor of information technology and education at the Open University, is pretty pessimistic about the uses of computers in schools - in the short term.

In the longer term, he believes that national five or 10-year research projects in specific fields could do a lot to raise standards in subjects where teachers are in short supply, and to keep Britain in an important field of research.

And eventually, provided there is much patient and consistent development work, those visionaries who have been grandly saying that the computers will transform education as radically as Gutenberg will be proved right.

The discouraging thing, he says, is that a lot of the software in schools today is "nowhere near as good as what you could have seen if you went to Leeds or Edinburgh in the early Seventies, or to Stanford University and the Massachusetts Institute of Technology before that".

*A computer scientist who doesn't know modern maths is like an engineer who doesn't know what a Fourier transform is*

O'Shea finds it "a big puzzle" why the Microelectronics Education Programme seemed to pay no attention to all the painstaking experience gained in British and American universities, and in earlier national projects, all of which had been carefully and revealingly evaluated. "Maybe it was because people in those universities wouldn't say: 'Sure and begorrah, we can do this stuff quickly on cheap microcomputers'."

It was equally puzzling that the programme seemed to take no account of the well known fact that computer power doubles, and prices halve, every year. "The Department of Education and Science and MEP seemed reluctant to look at the history - the message was that they were doing something brand new, and when things went wrong they said: 'of course, this is such new stuff that we have to learn by experience'. We'd already learnt it all three times, twice in the United States and once here. It's no good the people who put out software blaming reactionary teachers for not using it. A lot of the stuff is very low quality, and teachers are right to be bad-tempered about it."

Much of it is useless, he says, because it breaks the two cardinal rules of serious computer-based teaching - the machine must be able to do the thing it is setting out to teach, and it must adapt to the person using it. The software now in schools misbehaves on both counts.

His favourite example - and the subject of his early research - is subtraction. Most programs that tackle it start with supposedly "easy" examples, and move on to "more difficult" ones. But whether a problem is easy or difficult depends on the strategy used. At the simplest level, some people will be counting on, so that 9 minus 7 is easier than 8 minus 2; others counting back, so 8 minus 2 is easier, and some versatile types will be using whichever method is quicker.

It is possible to write a program that can assess which strategies children are using, recognize when they have learnt something new and, when they get things wrong, work out the reasons why. Most mistakes, in subjects like arithmetic or physics, are based not on random errors, but on learners applying faulty rules.

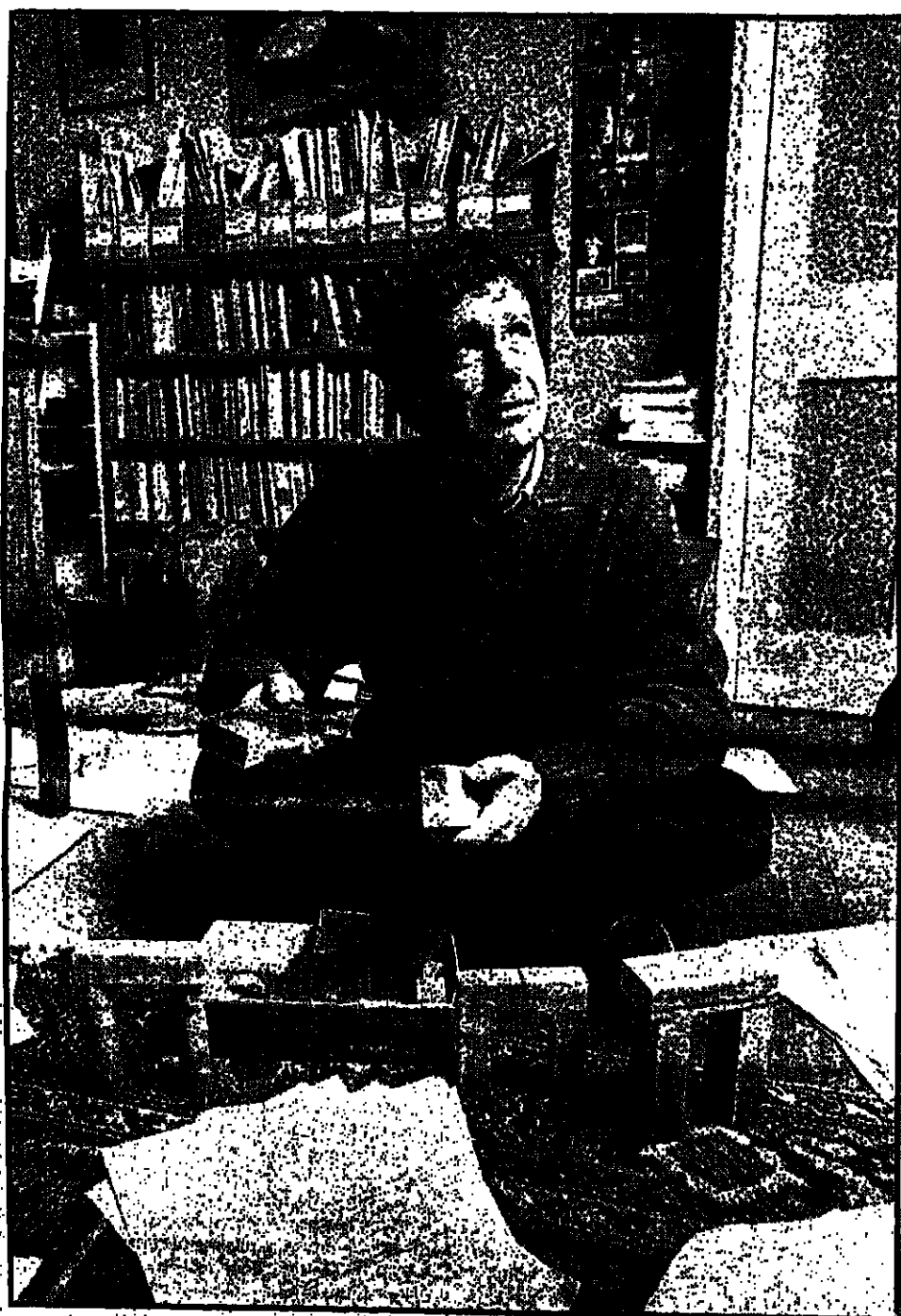
There is plenty of research on the different ways children misunderstand the methods they are taught, and the faulty rules they invent for themselves - and this knowledge has to be built into good teaching software, so the program adapts to the student using it.

O'Shea and his colleagues have recently been working on a computer tutor for arithmetic, funded by the Alvey programme. Other colleagues at the Open University are working on software for physics and music. All their work is based on spending time with teachers and children in schools, investigating learning and teaching.

But it is a long haul putting together all that is known about children's strategies and the rules they make, and then writing software that combines knowledge of the subject being taught with knowledge of how children are likely to learn it. It is a lot of work, and the Open University is not alone in this. There are now many well-known software packages for mathematics, science, and even languages, but they are not yet at the level of the Open University's work.

Tim O'Shea is the new professor of information technology and education at the Open University. Virginia Makins outlines his views on the need for better teaching software

Tim O'Shea with a favourite research tool to discover how children think about problems



*A lot of the stuff is very low quality and teachers are right to be bad-tempered about it*

corpus of rules and data that can be acted on computationally," says O'Shea.

The basis for this kind of software is work in artificial intelligence - a field that, in Britain, suffered from government neglect in the early Seventies and now, since other countries have taken it up with enthusiasm, has had a modest injection of new funds under the Alvey information technology programme.

One aspect that is particularly relevant to education is the development of expert systems, where specialist knowledge is put on computers in a form where the user can ask the basis of any information or judgement, the computer is obliged to - and get a clear answer.

Anyone who has looked at learning in any detail would realize that it would be a good idea to have a computer system that could

that a good quality computer tutor for science or mathematics would be any easier to produce than an expert system for any other field," says Tim O'Shea.

"The optimistic point is that there are areas where we now have the knowledge to do stuff of very high quality - in music, mathematics, physics and modern languages." Given five-year projects costing perhaps £1.5 million, he claims the software could be developed that would make a real difference to the quality of teaching and learning.

In all these areas, the two fundamental rules of computer-based learning could be applied. Computers can now be programmed to do what they would be teaching, whether it's translating German (at least at basic GCSE level), applying rules to compose music, or solving integrals, and to explain to students how they are doing it. And there is good enough knowledge about how students learn, and the kind of mistakes they make, for the programs to adapt well to individuals.

Whether this research is taken any further in Britain depends mainly on the Government's imminent decision about how to follow up the Alvey programme, which is now coming to an end. Alvey sponsorship has shown the potential of marriages - sometimes shotgun marriages - between academic institutions and industry in developing new applications of information technology.

O'Shea's own Alvey-sponsored work in artificial intelligence has been in collaboration with Syntex, a small Sheffield software company. He started off pretty cynical about the marriage, he says, but has worked like a dream. The academics do the basic work in artificial intelligence - using the specialist machines and computer languages - and education; the commercial people are far better at translating that work into usable code for the latest generation of powerful microcomputers.

Since the concepts to be taught, and the learning theory, are common in many courses, such development should have considerable export potential. Cultural differences in curriculum and teaching methods mean they could not be translated wholesale - but the fundamental ideas

*The chance that teachers, hardware and software are all up to date is so small*

of the system could be sold, and then developed in different local forms.

O'Shea himself was introduced to computers by a pioneer teacher in the Sixties, but decided to specialize in mathematics at Sussex University. He believes that maths is still the essential foundation for information technology. "A computer scientist who doesn't know modern mathematics is like an engineer who doesn't know what a Fourier transform is." It also helps to have some background in physics, and music and philosophy both seem to lend important elements of logical and abstract thinking.

He doesn't think that it is possible to teach computer studies well in schools: "the change that the teachers, the hardware and the software are all up to date is so small". The best use of the limited computers in schools is probably now in processing, he says, and some simulations can be useful - though simulations too will improve when written for more sophisticated machines, with the concepts and computer languages used in artificial intelligence.

After university, O'Shea did research in artificial intelligence and then went to Edinburgh on the project investigating the value of computer language for schools.

He has more than once been on the receiving end of the "you're not doing it right" attitude in the United States, but he offered a job in Britain in the nick of time, always planned to end up at the Open University, liking its ideology.

Whether the work of the team at the Open University is the leading edge of artificial intelligence and education, or just survives, depends first and foremost on the Government's willingness to fund long-term development. With the European Community project at present blocked by the Government, and the future of Alvey uncertain, national initiatives to the balance, it is

difficult to see how a computer system that could

In recent months there has been controversy over the content of books used in some London schools, with charges made that they are seeking to promote contentious social or racial views. But the use of school texts to instil a particular moral or religious message is certainly not new. In the early years of the last century the aim of most books written for the labouring classes was to implant in them the virtues of diligence, truthfulness, religious observance, cleanliness, and respect for their social superiors. "To instruct in religion and in morality was the entire preoccupation of every writer for children", one historian has declared.

From the 1830s on, these concerns were complemented by texts designed to inculcate simple lessons in political economy, and to impress upon pupils the need to accept the social and economic order as it then existed. Typical is the comment in a book published in 1864 for eight or nine-year-olds:

Capital is the result of labour and savings. Nothing is more certain than that, taking the working classes in the entire mass, they get a fair share of the proceeds of the national industry.

The bias in such views is abundantly clear, especially when it is remembered that as late as 1904, estimates suggest that a mere 7 per cent of income earners owned seven-eighths of the national wealth.

In the following decades these sentiments continued to be expressed, but they were joined from the 1890s by a new preoccupation - imperialism. Here the main instrument for instruction was to be not the "general readers" used in elementary schools, but specialist history and geography texts. As early as 1878, Her Majesty's Inspectors of Schools were directed by the Education Department to encourage the study of "the Colonial and Foreign Possessions of the British Crown", when examining in those subjects.

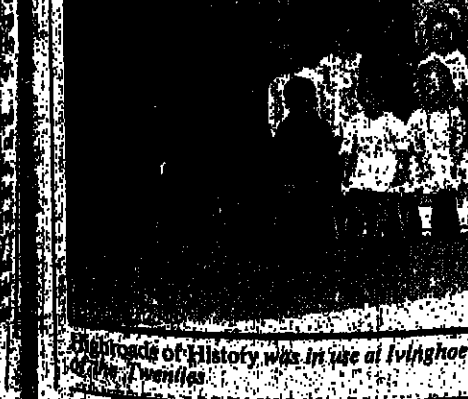
Over the next decade the process was further strengthened. In the Code of 1890, for example, a new "alternative" syllabus for the senior classes in geography placed particular emphasis on the imperial "link", including "Colonization and the conditions of successful industry in British possessions generally". Also mentioned for the first time was the "acquisition and growth of the colonies and foreign possessions of Great Britain" as part of the history syllabus.

These trends were powerfully reinforced by the outbreak of the Boer War in 1899. In some schools, maps of South Africa were prominently displayed on classroom walls, with the position of "friend and foe" appropriately marked. HMIs hastened to underline the connection between elementary schooling and the growth of Empire. Thus in 1899 Edmond Holmes, later to be chief inspector for elementary schools, stressed that even the village school had an important role to play. "Its business is to turn out youthful citizens rather than hedgers and ditchers... preparing children for the battle of life... which will... be fought in all parts of the British Empire."

Textbook publishers responded to the new mood by producing works on history and geography which stressed what has been called the "Holy Trinity" of Citizenship, Empire, and Patriotism. "Our Empire is too widely extended to allow 'arms to rust from disuse'" declared George Carter's *History of England*, Part III (c.1900). A similar point was made by A. School

History of England (1911). "I don't think there can be any doubt that the only safe thing for all of us who love our country is to learn soldiering at once, and to be prepared to fight at any moment." This was all the more necessary since the "great expansion of the British Empire" which had taken place during the "last 96 years" had "not come about without a great deal of jealousy from the other European powers; and this jealousy was never more real or more dangerous than it is today."

Accompanying these military preoccupations was a growing pride in the size of Britain's overseas possessions. The Empire was "91 times the size of Great Britain and Ireland, and thrice the size of Europe". It comprised "one-fifth of the world's surface and over one-fifth of its inhabitants"; and was "the vastest and most beneficent empire yet known to history", declared Warner and Maiten's *The Groundwork of British History*, Part II, first published in 1911 but republished in



# Print imperials

Pamela Horn on the fiercely patriotic flavour of Victorian and Edwardian textbooks



almost identical form six times during the Twenties alone. In some books this complacent pride in imperial achievement was accompanied by racist views, with native peoples referred to in derogatory or contemptuous terms. Theodore, the king of Ethiopia, against whom Britain waged war in 1897 was condemned as "a passionate and semi-barbarous despot" by one textbook author, c.1900, while *A School History of England* described the population of the West Indies as "lazy, vicious and incapable of any serious improvement, or of work except under compulsion". The damaging effect of such racist propaganda upon young minds is distressing to consider, especially as this latter book remained in print until 1930.

Elsewhere the acquisition of colonies was laconically commented upon. *Highroads of History*, Book Va, published just before the First World War, casually observed that in 1885

Let us always remember that citizenship in this mighty Empire is a privilege which brings its corresponding duties. If later we are to shoulder manfully our national responsibilities, we must endeavour while young to fit ourselves for the position. In later years the right to vote must be used to further the interests of the State as a whole, and should the trumpet blast of war call us to repel the attacks of an enemy, we must respond readily and do all in our power to preserve unbroken the greatness and independence of our Empire.

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"Thebaw, King of Burma, forced a war upon us, and as a result Upper Burma was annexed and Thebaw deposed and exiled". Seventeen of the 45 chapters in this book were concerned with imperial adventures or foreign wars.

Geography texts used some of the same techniques. Thus Chambers' *Geographical Readers of the Continent: Asia and Africa* (1904) described "many of the central Africa tribes" as "so savage as still to be cannibals". Overall, it was argued, the future of Africa must lie in the hands of the Europeans, since the native peoples were incapable of developing it for themselves. "Africa has treasures of many kinds, and the time has come when its resources must be opened up for the common good of humanity."

Alongside these economic and military concerns there developed a deep reverence for the Union flag. *Highroads of History*, Book Va even opened with a eulogy upon it:

No Briton can help being proud of the Union Jack. It flies over the greatest empire the world has ever known; and wherever it flies, there are to be found at least justice and fair dealing for every man... Every British boy and girl will desire not merely to keep the flag unsullied, but to blazon it still further with the record of noble deeds nobly done.

This volume was still in use in at least one Buckinghamshire village school in the late Twenties and was exercising a considerable influence upon its young readers. "We certainly believed that we belonged to the largest and most powerful Empire", wrote one ex-pupil.

Elsewhere, as Robert Roberts recalled of early 20th-century Salford, teachers "spelled out patriotism... with a fervour that with some edged on the religious... We... gazed with pride as they pointed out those massed areas of red on the world map. 'This, and this, and this', they said, 'belong to us!'. Once instructed... the indigent remained staunchly patriotic. 'They didn't know', it was said, 'whether trade was good for the Empire, or the Empire was good for trade, but they knew the Empire was theirs and they were going to support it'."

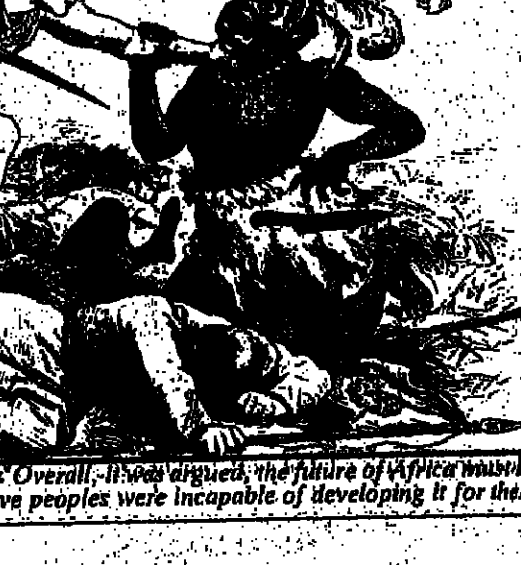
In instilling such simple, unswerving loyalty there is little doubt that the elementary school textbooks of late Victorian and Edwardian England played a significant part - both as reflectors of the popular mood and as reinforcers of it. Linked with this was an emphasis on the need to be ready to sacrifice life and limb to defend the Empire. It was an approach which survived even the horrors of the First World War. In *History's Background*, Book II by Townsend and Franklin, first published in August 1918, the authors declared:

Let us always remember that citizenship in this mighty Empire is a privilege which brings its corresponding duties. If later we are to shoulder manfully our national responsibilities, we must endeavour while young to fit ourselves for the position. In later years the right to vote must be used to further the interests of the State as a whole, and should the trumpet blast of war call us to repel the attacks of an enemy, we must respond readily and do all in our power to preserve unbroken the greatness and independence of our Empire.

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# CHILDREN'S LITERATURE

me Green Leaf. By Jean Ure  
andley Head 24.95. 0 370 30784 4  
st Laugh. By Rex. 0 370 30784 4  
ollance £7.95. 0 575 03920 5  
tial Louise Weir. By Susan Gregory  
estrel 24.95. 0 670 81005 3

has taken time, but now writing for teenagers is alive and well and living in this country. We no longer have to look to Scandinavia or the United States for the real thing. There is no longer the embarrassment of seeing "teenage lists" padded out with distorted adult novels which no one under 13 could relate to.

We have a growing body of writers who understand and empathise with teenagers, who honestly try to get grips with how the world looks from their point of view, who do not tap down to them, and perhaps from a new realisation that adults have less to offer by way of example and counsel than they used to claim.

In an interesting aspect of the new writing for teenagers is that it is the development of the new school story that is the story about the real school and the way it links with the wider community. In the new fictional school life is not single sex and does not remain forever just below the age of 14. It is about young people trying to make sense of their feelings about each other and towards the world at large.

Jean Ure is of course an established

bring about these developments. She is at her best in illuminating the zone between boys and girls, where independence struggles and tenderness in boys struggle to express itself. In *Chances*, David and Abbey, 2, 3, 4, and Robyn (who tells the story) are in a close friendship, though one free of female exasperation with brutal/childish behaviour by w lads show they are lads. An accident which puts David's future in doubt obliges them all to grow up rapidly in the course of a school term, to realize that life is not merely unlimited numbers of days spent in a state of self-pre-occupation. I wonder if Jean Ure, though right to give us the story, not in of Robyn's inner thoughts, but in terms of her everyday, our speech. It may be of course for readers highlight Robyn's struggle to express how she feels about life and death. But there's a danger the "conventional" mode may reduce the whole story to a madram aspect, reduce the impact of the event to the "Teenagers' inner thoughts do match the gravity of a situation where their speech may not – and goes for all of us.

Rex Harley gives us in *Last Lad* a collection of five stories about teenagers – a lad on his first YTS "job", burdened by hatred and suspicion (mutual) of her invalid mother,

where their speech may not — and goes for all of us.

Rex Harley gives us in *Last La* collection of five stories about gers — a lad on his first YTS "job" — burdened by hatred and sus (mutual) of her invalid mother, choirboy branded the homosexual, obsessed and hostile churchwarden, boy's farcical attempts to rid the the entrance of the brat next door, and a brilliant girl staging an vanguardism to take revenge on the world, both teachers and parents.

Rex Harley is new in this field writing is powerful. He is a advocate for teenagers and bleak, uncompromising view of morality judged from their standpoint. He wisely puts the teenagers without attempting their idiom matches the gravity of the story with his language. I look for more writing from him, especially when he has formalized the difference between a short story and a play — which is what two of his stories *Kill a Louie Weck*, 13 stories Susan Gregory, is her second collection. She is very professional writing has pace, her characters with life, and her pages are authentic and unforced detail of life.

Her comic gift leans toward farcical (much of school life, town inspires hysterical laughter). There is room for some *Catcher in*

morality judged from their standards. He wisely puts the teenagers' lives without attempting their ideas or matches the gravity of the subject with his language. I look forward to more writing from him, especially when he has determined the distance between a short story and a page — which is what two of his stories, *Kill a Loose Woman*, 13 stories, Susan Gregory, is her second collection. She is very professional in writing. She has pace, her characters with life and her pages are so authentic and unforced detail of life.

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Now and then the humor is relentless. The publishers' letters were for (or-liber) CAPITAL LETTERS. But it is really good fun.

Robert

more writing from him, especially when he has determined the difference between a short story and a novel—which is what two of his stories—*"Gift of Love"* and *"The 13 Steps to Success"*—are. *Love* is her second novel. She is very professional about her writing; she paces her characters well with life and her pages are packed with authentic and unforced detail to life.

Her coming gift leans toward farcical (much of school life), *Mr. Felt's* (a mystical laughter), *Mr. Felt's* room for some *Catcher in the Hat* type sentiment. Sometimes years stand like third years, often, is pure for the course.

Now and then the humorous is relentless. The publishers must not worsen by a too-liberalism in CAPITAL LETTERS. But the

Robert



ARTS

ARTS

**A**s Jonathan King has been demonstrating on Tuesday evenings (BBC2), "Entertainment USA" is a label that can cover most of what is currently happening across the Atlantic. Two weeks ago in Tulsa he spoke his mind on the subject of television evangelism, which is now the centre of a gate-size scandal. "Pearlygate", the apt name chosen for this particular soap-opera, involves evangelist Jim Bakker, his wife Tammy and the "Heritage USA" theme park built with contributions from viewers moved by the spectacle of Jim and Tammy ranting and weeping as they begged for money. "Heritage USA" is the kind of place that would make you regret the passing of inner city slums and honest muggers. As this week painfully revealed, the people most susceptible to Jim and Tammy's credit-card religion ("we like that plastic money") are the inadequate and the deprived.

Meanwhile, Inragate has its own spin-off in Olliwod, with a star who has been compared to Sylvester Stallone and Clint Eastwood, though his technique probably owes more to the modulated tones and calculated effects of Stephanie Beacham (in *The Colby*). The Rock 'n' roll years (BBC1 Mondays) has now advanced up the original gate opera of 1973 and provides the model for all of them: songs, stars and news. That's entertainment. Summertime also provides the opportunity, through repeats, to catch up with programmes you may have missed while dancing your way through the rock 'n' roll years. There are also old movies, and documentaries about old movies. An evening of Channel 4, July 5) celebrated the fiftieth anniversary of *Snow White* with a portrait of Art Babbitt, whose wicked Queen used to lurk under my bed when I was a child and gave me good reason to feel afraid of the dark. When Art wanted to relax from the demanding craft of animation, he used to film the goings on at the Disney studios. He seems to have attached little value to the results and it was quite casually that he revealed the existence of this hoard of home movies to director Imogen Sutton.

"She not only excelled in the management of the children," William Godwin wrote in his biography of Mary Wollstonecraft, "but had also the talent of being attentive and obliging to the parents." Two hundred years later, Mary would no doubt have been an excellent home-school liaison teacher like those The Education Programme (BBC2, July 10). In the last of its current series, found working in Handsworth. It gave a rather optimistic picture, of young people gaining work experience with the police and mothers exchanging recipes: an upbeat contrast to Handsworth Songs (Channel 4, July 6), and most other television excursions into the inner cities. Earlier in the week, too, Panorama (BBC1, Race Relations Act in employment, and uncovered evidence of blatant discrimination in choosing candidates for interview at one London medical school, disturbing lack of progress in industry and the civil service, and blindness (passing for "colour-blindness") in the Army.

Though Tamba Roy told a similar story of his Jamaican father's experiences in England in the Fifties, his documentary (*Eye to Eye*, BBC2, July 9) was heartening. Tamba Roy, a writer and painter, died when Tamba was two years old and the son set out, with no sentimentality, to explore his roots among the Maroons of Accompong. Informed by love, enthusiasm and filial pride, the programme left you feeling that there might, after all, be good people in the world, for all the gate operas and their cast of entertaining soundbites.

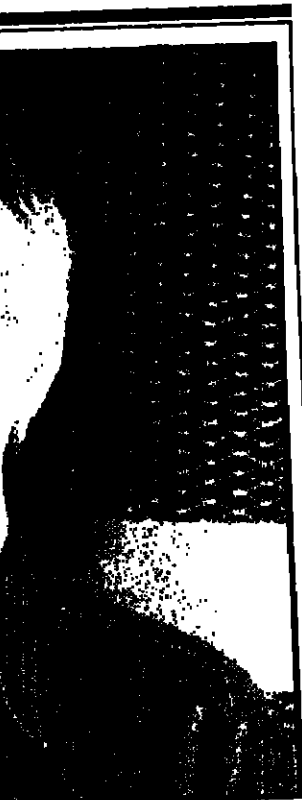
So did the parents, doctors and teachers who care for "The Leftover Children" (First Tuesday, ITV, July 7), children born with mental handicaps who develop severe behavioural problems, persistently injuring themselves and others. There is only one school which offers educational training to a handful of such children; a sister school in Hertfordshire has had to close for lack of funds. This means that the burden of full-time care falls increasingly on their parents. "If they can't cope, why on earth should they feel guilty?" one contributor asked. Indeed, you cannot ask the same question about the society that demands it of them.

**lit Comp** Competition No 91. Report by Scylla. You were asked to imagine thoughts of an inanimate object set in unfamiliar surroundings. Not many of you made the attempt: it is possible that some of you are still used to a mid-month competition! There were of course many good ideas. I felt Charles Perrett was in a men's club with consummate ease, leaning his head intuitively and then, unsuspectedly, director's hat, discovers just as if it were his own work. Some were written by someone else. As a director of early Seventies at the Royal Court, he rediscovered D H Lawrence as a playwright in several unforgettable productions. He has since made Canada and the United States. For several years he runs the Riverside Studios in Hammersmith. He is now responsible for the National's experimental work at the South.

But he also has several plays to his credit, including *Small Change*, *Kick for Touch* and now *Mean Tears*, the first to feature middle-class characters. Why? Well, it has to be admitted that they are of them. This last is an education made with honesty if not much pleasure. Peter Gill comes of a working-class Cardiff family, but while he may be nostalgic about his early years, he is not sentimental. He regards those who do not acknowledge

that they have crossed class barriers as "liars". Class is a theme of *Mean Tears*: all except one of the characters has moved out of the class he or she was brought up in. Education and its effects is another theme, but basically this is a love story between two men and involving two women. It is an essay in intense feeling and, when we meet a couple weeks before the opening, Peter Gill was going through a minor panic about that: "I don't think it will be a good press, but I think it will be enjoyed. It isn't easy to write about, but everyone has had these feelings - unless they're dead."

The young graduates who perform the love dance, changing partners thoughtlessly, refer constantly to the Romantic poets. "I've got them all in", says Peter Gill with a wicked smile. One of the play's motifs is the way the young can be influenced by formal education so that they adopt, en masse, a group of writers not because they feel any particular affinity with them but simply because a work of



Previews until Tuesday 7.30pm, Press night July 22 at 7pm.

# Gatecrashing

Television

Robin Buss

## Dance preview

### Chance encounter

Points in Space, BBC2, July 18. Rehearsal. The Proms, Royal Albert Hall, July 19. The Merce Cunningham Dance Company. Sadler's Wells Theatre, July 21-August 1.

American choreographer Merce Cunningham has spent a 45-year career quietly and consistently instigating creative revolution. Subscribing to the same Zen-like tenet as his long-time collaborator, composer John Cage, he has done as much as anyone to influence the way dance is performed and perceived in this century. His singular methods and ideas have inspired scores of younger modern choreographers, including Britain's Richard Alton, Michael Clark and Siobhan Davies.

Cunningham and his 14 dancers were last in London in 1985. Their return this month is tantamount to a blitz. In addition to the 10 dances (five of them British premières) scheduled for their Sadler's Wells engagement, they are the first international dance company to participate in the Proms, via *Rehearsal*. Inspired by James Joyce's *Finnegans Wake*, this atmospheric piece features an elaborate tape score, live Irish folk musicians, and Cage himself, reading from Joyce's text. The company's stage appearances are heralded by the television broadcast of Cunningham and Elliot Caplan's stunning new dance film *Points in Space*. The half-hour documentary, preceding it, sheds welcome light on this century.

By observing the guidelines he and Cage developed, Cunningham continually breaks established choreographic rules. In an effort to free himself from the habits of his own ego, he has often constructed dances using chance procedures. Eschewing 19th-century conventions, he collaborates with composers and designers who function independently from him and each other. The fruits of their respective labours are usually gathered together for the first time on opening night.

Although he refuses to anchor his choreography with overt psychological narrative, his plotless dances can be as meaningful and drama-packed as any ever made. His great and generous gift to an audience is to never impose upon their sensibilities, the way most choreographers do. "One always comes into a work burdened with one's memories," he has said, "but it's marvellous if you can get rid of them when you see or hear something. I feel it's enlightening if you don't even know what something is. There are so many possibilities." By allowing us the freedom - and the responsibility - to interpret his work as we wish, Cunningham turns each viewer into a collaborator. The dance is what it is, but it's also very much what you bring to it.

Cunningham's dancers never preen for attention or push for effect. Superbly alert, supple and self-contained, they move like planets in individual yet inter-related orbits through the kinetic universe he fashions for them, with a near-balletic awareness of legs and carriage and complete flexibility of torso and spine. At 68, Cunningham himself is as striking a performer as he was in the early Forties. Age and arthritis may have limited what he can do physically, but his expressive power has increased tenfold. He's a paradigmatically precise dancer, anything over the wisdom and wit of his stage presence with timeless suggestions of madness and tragedy.

Donald J. Hutera

**Sequel: Performances.** London Contemporary Dance School. The young may be most able to meet dance's purely physical demands. Choreography, however, is often at its best when seasoned by age and experience. LCDS's senior students gain experience by presenting an annual showcase of original choreography at The Place, July 17 & 18, 8pm. This year the requisite intensity and enthusiasm inhabit the dancing, in service to a sometimes disorienting choreog-



LCDS students rehearsing "Love Sponsored by Time"

raphic immaturity. The programme opens with American choreographer Jose Limón's 1956 *There is a Time*, a great test of individual and ensemble strength. Taking chapter three of Ecclesiastes as their cue, the 21 dancers embody the primal facets of the human condition. To release the piece's near-monolithic power, technique must be properly balanced by emotive expressiveness. It's difficult to say what, if anything, the five young dancers responsible for the evening's eight new dances gleaned from learning a mixed cast of seven, resembles Limón in its bold, basic movement and use of the entire stage.

Not that any of this century's choreographic figures need be a creative yardstick. Nevertheless, the pervasive influence of avant-garde dance-theatre, epitomised by Pina Bausch, can be detected in the students' works in the preponderance of small, intimate gestures coupled with battles-of-sexes scenarios. The danger of such simulation, conscious or not, is that the young absorb a kinetic vocabulary without having developed the skills to use it.

Isabel Mortimer weaves some eye-catching patterns into the dramatic fabric of *Love Sponsored by Time*, compensating for the low-grade wit of her two-character comic pieces *Peal and Lead*. Similarly, Andrew Robinson stumbles with a long-winded, flailing piece for three dancers, only to redeem himself with an affecting group study of tenderness and violence. Jo-Jo Robert's contribution is an underdeveloped but inoffensive piece of absurdist mechanics. Aletta Collin's brace of dances - one a bizarre, ultimately pointless exercise in humiliation, the other a protracted clever inversion of Tammy Wynette's country anthem "Stand By Your Man" - reek of sour feminism dubiously performed by quirky humour. Both works belong, distressingly, to a non-dance school of dance.

Budding choreographers need to learn when and what to edit. Individually and collectively, these pieces were too long. **DJB**

## Radio

### If you like

The one great issue that can be guaranteed to motivate the great British public to writing to the BBC is the pronunciation of the word "controversy". Equally, almost any event in *The Archers* and the mention of breasts and vaginas on *Woman's Hour* ("dull and dirty and obsessed with female anatomy") can swamp a correspondence column, such as Feedback (Radio 4, Fridays 9.45am-Sundays 9.45am).

This weekend sees the last of the present series which, like last year's, has been presented by Chris Dinkley. The success of the programme until his guidance (and it sounds as if he has far more than a passing role in its direction) stems from the fact that it never insults or patronises his correspondents but is quick to separate prejudice from genuine criticism. Nor is he afraid to challenge programme makers and planners on the decisions they make within the fastness of Broadcasting House.

Actually, having said that, last week's programme did indulge itself in the, if you like, trivia of broadcasting. If you know what I mean. Ad-libbed radio can lead broadcast into such

verbal mannerisms and perhaps it is right that there should be occasions when they are pointed up - even if the complaint sounds merely petty. But actually, I know exactly what the lady from Northbridge Wells means. I too shall reach for the off-switch the moment I hear Peter Hoadley once again say "If you like" as in "but will not this cause more, if you like, carnage".

Meanwhile a clandestine change has been taking place in the pattern of broadcasting in this country. Just two months before all-night television was its imprint across the country, Radio 4 has turned itself into a 24-hour station. Shortly after its last advertised programme on the television, it has

news "followed by an interlude", its long wave transmitter starts to relay World Service transmissions till the early morning when it rises or less easily turns back to Radio 4, properly those awake in the small hours will find this as civilized a development as will programme makers find the suggestion that radio may after all stay in Broadcasting House and not move to White City. The last management plan seems to be to move only the news journalists west to join their television colleagues on the new site. Other citizens of BH may after all be able to continue to do their lunch-time shopping in Oxford Street, John Lewis.

Competition No 93. Set by Scylla. A parent has taken you to an expensive evening with one of your pupils. The evening has been a disaster, but you feel impelled to write a thank-you letter. What do you write?

Competition No 91. Report by Scylla. You were asked to imagine thoughts of an inanimate object set in unfamiliar surroundings. Not many of you made the attempt: it is possible that some of you are still used to a mid-month competition! There were of course many good ideas. I felt Charles Perrett was in a men's club with consummate ease, leaning his head intuitively and then, unsuspectedly, director's hat, discovers just as if it were his own work. Some were written by someone else. As a director of early Seventies at the Royal Court, he rediscovered D H Lawrence as a playwright in several unforgettable productions. He has since made Canada and the United States. For several years he runs the Riverside Studios in Hammersmith. He is now responsible for the National's experimental work at the South.

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## RESOURCES



Tracking birds in the Dominica rain forest

## Parrots in peril

Mary Cruickshank reports on the Zoo Month campaign to protect endangered species

More than 1.2 million school children visited zoos last year, and for many the experience will spark a lasting fascination with animals from other parts of the world. But a visit to the zoo is much more than an opportunity to admire the collections, as the National Federation of Zoos hopes to point out this month. It's a chance to find out about the role of zoos in education, research, breeding and veterinary matters and above all in conservation. When we stand in front of a Siberian tiger or a snow leopard, we're not just looking at beautiful and exciting creatures, but at ones that are making a vital contribution to an international breeding programme for endangered species.

Zoo Month aims to increase the public's understanding of the need to ensure the future of wild places, at the same time as maintaining a healthy captive population as a safeguard against the destruction of species by

man in the wild. The close links between animal breeding in zoos and conservation in the field are illustrated by such projects as the reintroduction of the Arabian oryx to the Oman in 1982, and of the scimitar horned-oryx to Tunisia, in 1985. Last year's Zoo Month, which many schools took part in, supported the Zoological Society of London's project in Kenya to save the black rhino from extinction, by providing essential equipment.

While the successes of these programmes give some grounds for optimism, the size of the continuing crisis remains staggering. Two out of every five species of fish, birds and reptiles will become extinct in 20 years unless current world trends are reversed.

This year's Zoo Month focuses attention on the plight of the critically endangered imperial and red-necked parrots. These radiant birds are born only on the Caribbean island of Dominica, where their numbers have been drastically cut by the loss of rainforest

to agriculture, and by hurricane damage and hunting. Only 50 imperial and 250 red-necked parrots are thought to survive. Neither species is held by British zoos.

The "Parrots in Peril" project aims to raise funds for the International Council for Bird Protection, which has been working on the island since 1982. These will go towards a survey of the status of the birds and their habitat, which will be carried out by Peter Evans, a researcher from the department of zoology at Oxford University. The results will determine the best strategies for conservation. It may be that in the case of the parrots a captive breeding programme will not be necessary; at the moment there appear to be just enough of them for survival in the wild.

The project will also raise funds for an education and study centre on the island. As well as providing a base for the research team, it will give school groups, government officials, tourists



and the general public a chance to find out more about the way the tropical rainforest ecosystem works.

Devising a land management plan that caters for economic needs as well as conservation is crucial to the programme and in Dominica the federation believes there is the potential for both to co-exist. Some Caribbean islands have lost all their rainforest; although Dominica's has been reduced from 90 per cent of the island to 60 per cent, it remains one of the finest in the region. The government has responded positively to the project and there is a growing sense of national pride in the island's unique wildlife.

The federation's 55 member zoos are holding a programme of special events throughout July to raise funds and public awareness. At London, Bristol, Colchester, Twycross and Chester zoos special bird weeks and days are being held and there is a variety of other activities designed to

bring the public into closer contact with the animals and show them that "parrots need people".

"We mustn't have another Manx," warns the federation. Manx was the last of the passenger pigeons which became extinct in 1933. These were once so common in America that flocks of them would blacken the sky. They were destroyed in large numbers because of the damage they caused crops and when it was discovered that the entire species had been wiped out, it was too late to do anything about it.

The Parrots in Peril project should provide a stimulating source of material for school work on conservation. The education departments of most zoos provide information and resources on endangered species and some hold special study days on the theme. Details of member zoos are available from the National Federation of Zoos, the Zoological Gardens, Regent's Park, London NW1.

## Crime and punishment

A series of bilingual resource packs on Welsh history have been developed by Dyfed Education Department and Gwynedd's archive service. Dyfed's approach combines texts, teacher guides and videos, while Gwynedd's offers authentic documents.

Crime and punishment is a major GCSE theme in Wales, and so both L.A.s have investigated the need to develop materials on this subject. Dyfed's text traces how crime and the law have changed since medieval times, by quoting contemporary sources and focusing on specific issues such as prison conditions, the role of the courts and the 19th century custom of punishment by transportation. The book is well illustrated and each section includes questions for discussion.

Although Gwynedd has prepared one text on piracy, smuggling and wreck plundering around the north Wales coast, its major crime and punishment pack studies the history of Beaumaris jail on Anglesey. Now a

prison museum, it was used in the 19th century to accommodate the island's debtors, drunks and convicts awaiting transportation or execution. The majority of inmates were minor offenders, who spent their time making brushes and shoes, breaking stone, spinning and tailoring. For their efforts, they received a daily diet of bread and gruel. Those sentenced to hard labour required better meals to sustain their strength.

The greatest luxury was reserved for those awaiting execution. The condemned cell was twice as large as the others and was the only one with a fireplace. Through pictures and contemporary evidence, pupils learn about prison life - and death, in the jail's two executions - described in gory detail in newspaper articles.

Another GCSE study is Dyfed's investigation of the Rebecca riots. Contemporary evidence traces the causes of conflict and is used to assess

local and media reactions. A video supports the text, and there are role-play exercises on life in 19th century rural Dyfed.

Dyfed has also traced the evolution of its medieval heritage. A book on "towns" contrasts the Norman urban areas with the Welsh rural life, and assesses the effects of the plague and the nationalist rebellion on town life. Another, on castles, tackles the architecture of its fortresses and the defence of its castles. Intended for lower secondary school pupils, it is a good introduction to castle visits.

The development of the Cambrian coast railway is Gwynedd's contribution to local history. It evaluates the effect of the line's arrival on the previously isolated community, and contrasts the earlier period with the 1980s, when it was threatened with closure.

Iola Smith

## Skills

Exploring CPVE  
By Sue Carroll and Carl Nicholas  
229 + £2 p&p

Framework Press, St Leonard's House, St Leonard's Gate, Lancaster LA1 1NN

Exploring CPVE is yet another contribution from Framework Press to off-the-shelf materials for staff running Certificate of Pre-Vocational Education courses. They are also useful for students on BTEC First Diploma/Certificate courses, Youth Training Schemes and TVET.

The manual covers the 10 CPVE exploratory modules across all the vocational categories, business and administrative services, technical services, production, distribution and services to people. The modules have been developed in a structured way, so that they can be

used by students working in groups or pairs as well as individually.

The modules consist of assignments which are cumulative and ought to be used in the order they appear, because of the structured series of experiences. The module on distribution, for example, contains eight assignments from supermarkets and supermarkets, to boutiques, mail order, wholesaling and retailing. The first provides the basis for a local study which requires students to select and investigate a local shopping area. The second involves researching a supermarket, or supermarket, and recording information on health, safety and hygiene, promotions, checkouts and food preparation, as well as job availability and conditions of service. So a vast array of skills are used. By the eighth and final assignment, students are asked to develop their selling skills.

This is a comprehensive and valuable manual. The assignments can also provide material for, and develop, the 31 assignments so that they can be

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used by students working in groups or pairs as well as individually.

## To your health

David Panter, Liz Swinden and Fanny Mitchell look at sex education films

Coming Soon  
Control Television  
VHS and Betamax  
£5 + VAT and p & p  
Other formats available, price on application  
Child Sound and Vision, 6 Royce Road, Peterborough PE1 5YB.

I was beginning to think it was just me. Maybe my expectations were simply too high? Perhaps what I wanted couldn't be done? There again, this was no Herculean task, just a plain old video on Aids that would make sense to young people.

Coming Soon fulfilled my hopes. In five 10-minute segments, it features a dozen or more teenagers, and lots of discussion at a coffee bar in Nottingham. It's simply done. The young people discuss, while the film crew

film. In the first two segments there are occasional interruptions from a doctor who replies to specific factual questions raised in the discussion, and from celebrities with relevant comments (I now know the extent of Ken Livingstone's sex education at school and why Wayne Sleep's dancers carry condoms everywhere). Discussion in the final three segments is illuminated by the presence of an HIV-infected gay man and a heterosexual woman with Aids.

These are real young people talking. They bring with them to the discussion all their fears, attitudes and prejudices relating to Aids. They talk about the facts and realize how little they know. They discuss the problems of carrying and using condoms. They expose their prejudice towards gays. When confronted with people who have to live with what they've been discussing they

show their feelings. What's amazing, and also refreshing, about this video is that it allows us to witness change. Even from one 10-minute segment to the next these teenagers challenge their assumptions, question their peers and develop their feelings.

A booklet accompanies the video, although the two should really be seen as separate. Unlike the video, which deals with the subject sensitively, the booklet has a comic-strip format and a comic-strip humour. It is best summed up by names of the central characters: Fanny, Willie and Condom Man.

This video could be used extremely well with young people in schools, youth group and YTS schemes. If they are to begin to take Aids seriously and to consider the implications for their lives then this sort of "thought-out" material makes an excellent starting point.

DP



A bag of sweets and a stranger spell danger in the winning entry to the Play It Safe competition

## Out of danger

Hugh David finds school video making in a healthy state

A hard-bitting warning about child abuse was named the overall winner of a nationwide schools video-making competition last Friday.

Don't Go With Strangers was produced by the sixth-form at Halesham Comprehensive School in East Sussex, and was one of more than 350 entries in the "Play It Safe" video competition organized by the manufacturers of "Play It Safe" video cameras. A chilling two-minute drama featuring the abduction of a young girl from a school playground, the bluntness of its message - culminating in a shot of a bedroom window and the sound of a child's screams - has already won the praise of Sussex police.

The competition judges were equally impressed. "The film provides a powerful and disturbing insight into a topical subject," said their chairman, Mr David Nelson, managing director of Care Laboratories Ltd, during a screening of the 10 short-listed entries at the British Academy of Film and Television Arts in London.

Half the winning entries were from primary and half from secondary schools. And although all 10 had been made with the assistance of a professional director, together they presented an eloquent statement of the health and originality of school video-making.

The gulf between amateur and professional production standards is quite unbridgeable, a party of sixth-formers from Pocklington School, York complained before the screening. But they went on to show a delightful parody, intentionally shot in "hard

black and white. With painted scenery, Buggy Savione, Grime Buster exploited every cliché of the Forties' Hollywood B-pics.

Fifteen-year-old Lee Probert from Castle Vale School in Birmingham contributed the only animated entry, a solo effort which used comic-strip techniques to demonstrate potential danger-points in a school laboratory; while a Newcastle School was short-listed on the strength of a mini soap opera. St Cuthbert's High School's Life with the Armigues was a Goedic version of the Australian soap that fills the day-time schedules, but still valuable in drawing attention to the health threats posed by a normal suburban semi.

Amongst the primary winners, Middle Park School in London produced a hard-sell advert in which "Jimmy Savion" effortlessly fixed the chaos wreaked by the guys and gals in a more-than-average boisterous junior class. Hardly less commercial, the infants from Duffryn School, Newport, came up with a gruesome catalogue of the potential dangers to hands which even the best classroom contains.

Another parody, this time the work of Pentre Primary School from the Rhondda, also won high praise. Sherlock Holmes and the Mystery at Magpie Manor was a graphic warning about the dangers of electricity.

Each of the 10 short-listed schools received a video camcorder. As overall winner, Halesham School was also presented with a top-of-the-range camcorder, intentionally shot in "hard

They are available for sale or hire from Guild Sound and Vision Ltd, 6 Royce Road, Peterborough PE1 5YB.

**PRISONS' PROGRESS**  
A new 14 minute video which examines the development of the Prison Service is available on free loan to schools from CFI Vision. It looks at prison reform and the 1948 Criminal Justice Act, as well as the treatment of women prisoners, working conditions, education and physical recreation and the work of members of the staff.

The video is also available for hire or purchase by other groups from CFI Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8BN.

## nuclear energy teaching aids

Educational materials available from the UK Atomic Energy Authority include teaching resource packs, videos, films, slide-tape packs, posters, computer software, a wide range of free publications and a monthly magazine.

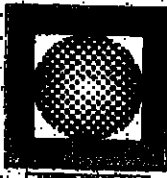
For details please use the reply coupon below.

To UKAEA Education Service, Room 119, UK Atomic Energy Authority, 11 Charles II Street, London SW1Y 4QR. Please send me details of the educational materials available from the UKAEA.

NAME

INSTITUTION

ADDRESS



TES 717

## Sowing the seeds of peace

**Non-violence in Action.**  
Part 1: "A door in the Wall" (30 mins)  
VHS, Betamax or U-matic, £20 to buy, £8 to hire + VAT and p&p.  
Parts 1 and 2, "Common Ground", are available on one tape: £30, £8 to hire.  
Concord Films Council Ltd, 201 Fellows Road, Ipswich, Suffolk.

Perhaps non-violence is just good, old-fashioned tolerance. But this presentation tries to show it as a new concept, an alternative to having winners and losers in a conflict.

This is the first of two tapes on the subject, and sets the groundwork for ending conflict through communication, mediation and reconciliation. It opens with a song about sowing the seeds of peace in daughters and sons, then gives examples of places where this is being done.

But before showing the reconciliation, it sets the groundwork for ending conflict through communication, mediation and reconciliation. It opens with a song about sowing the seeds of peace in daughters and sons, then gives examples of places where this is being done.

## notes

**LET'S DANCE.**  
Scholastic Publications have designed a folk music cassette for use with primary school children to accompany country dancing.

An accompanying booklet gives dance instructions. Priced at £5, the cassette is available from Scholastic Publications Ltd, Westfield Road, Southampton, Learning Skills, Warrickshire CV33 0H.

**LONGMAN READING WORLD.**  
The teachers' books for Longman Reading World, reviewed in the issue of 17.7.87.



























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# INDEPENDENT EDUCATION continued

**DEVON**  
**MOUNT HOUSE SCHOOL**  
Cape, Oakley Hill, Brixton, Devon PL19 9LJ (TAFS 193 Boys - 152 Boarders)  
Required in September, 1987 or January 1988 an enthusiastic and enthusiastic teacher for mainly Religious Education. The successful candidate will have the ability to help with numerous, play a full part in the extra-curricular activities and assist with the duties involved with boarding school life. Single accommodation is available. Salary in line with Raker scale.

Mount House stands on the edge of the National Park in over 50 acres of playing fields, woodland, a lake and bounded by the River Tevy. Please apply to the Headmaster with a full C.V. together with the names and telephone numbers of two referees to the Headmaster. (03029) 185624

**DORSET**  
**PORTA VIA HOUSE SCHOOL**  
4 St. Stephen's Road, Bournemouth BH2 6JJ  
Required September. Following teaching to GCSE/A level. History/Geography to GCSE/A level. Biology/Chemistry to GCSE/A level. Co-ord. Day. Capital. Atmosphere. Single self-catering accommodation available. Write with C.V. to The Principal. (17148) 185624

**LONDON WC1**  
Full and part-time teachers required for 1988 academic year for Biology, Economics, Law, Pure and Applied Maths, Sociology and English Language. At GCSE/A level. Experience preferred but not essential. Subject to interview. Salary in line with Raker scale. Please phone the Principal for further information or write enclosing C.V. to The Principal, 100 Strand, London WC1N 1BZ (Tel: 219 833/5). 185624

## ARNOLD LODGE SCHOOL Kenilworth Road, Leamington Spa, Warwickshire

### HEAD

required for this I.A.P.S. Preparatory School of approximately 380 pupils. Situated near the centre of Leamington Spa, the school is co-educational with day and boarding pupils.

Interviews will be held early in the Michaelmas term with a view to the appointment taking effect at the start of the Summer term 1988.

Applications should be addressed to The Principal. (8481)

## CULFORD SCHOOL PREPARATORY DEPARTMENT

**BURY ST EDMUNDS  
SUFFOLK IP28 6TX**  
200 Boys and Girls,  
boarding and day

Required for September, following a late resignation, teacher of English and History with top years of the Preparatory Department (11-13 years). A temporary appointment for one term or one year would be considered. A single person willing to be resident in the junior boys' house (free boarding and accommodation in return for residential duties) would be particularly welcome.

Apply immediately with names, addresses and telephone numbers of two referees to The Headmaster, Culford School, BURY ST EDMUNDS, Suffolk IP28 6TX. (05630)

**HAMPSHIRE**  
Required September Resident Teacher for History to GCSE level, and 1st and 2nd year Latin. Duties in boys' dormitories and an interest in boys' games.  
Apply: Headmaster, Hillside, Oakley Hill, Brixton, Devon PL19 9LJ (TAFS 193 Boys - 152 Boarders) (185624)

## SCHILLER INTERNATIONAL UNIVERSITY

**PART-TIME POSITIONS IN COMPUTER STUDIES, BUSINESS, MATHEMATICS, SCIENCE AND FRENCH**

Required for September 1987/1988 suitably qualified persons to teach on undergraduate programmes in the above fields.

Please telephone for an appointment to Dr. Mary C. Oakley Hill, Brixton, Devon PL19 9LJ (TAFS 193 Boys - 152 Boarders) (185624)

## Preparatory Schools

### Deputy Headships

### Second Masters/Mistresses

## SURREY

**WESTWARD SCHOOL**  
Wotton-on-Thames (Co-Ed) Day School, 140 Wotton Road, Wotton, Bucks. MK18 1LJ  
Required for January 1988, a qualified, experienced teacher (age 26-35) required in January 1988, for new Senior post, offering possibility of broad experience in teaching basic subjects to our upper age-range and the ability to take full responsibility for physical education throughout the busy and academically successful school is essential. Non-resident. Salary by negotiation. Applications, accompanied by C.V. and details of referees, to The Headmaster, Westward School, Wotton-on-Thames, Surrey W13 1LE. (17035) 200012

## Remedial and Special Needs Teaching Posts

### Heads of Department

## CHESHIRE

### MACCLESFIELD EDUCATIONAL

Required for September 1987 a qualified teacher to take P.E. and Geography throughout the school. Ability to teach and motivate. The successful candidate will be enthusiastic and able to provide a high standard of teaching. Please apply in writing, enclosing curriculum vitae and names and addresses of two referees, to The Headmaster, Macclesfield Educational, Macclesfield, Cheshire, SK10 1AA. (17460) 205624

A number of prep. school posts (London) and other posts are available. Contact us now: Dariusz Szymanski, Recruitment, 108 High Street, Chesham, Bucks. HP5 1ED. Tel: 0484 715393/759515. 205624

## By Subject Classification

### English

### Other Assistants

## BUCKINGHAMSHIRE

### BURY LAWN CO-EDUCATIONAL

Required for September, 1987, a fully qualified Reception Class Teacher for class of 4/5 years old. Please apply in writing to The Headmaster, Bury Lawn Co-Ed School, Bury, Bucks. MK14 6PP. (17035) 205624

## HERTFORDSHIRE

### LOCKERS PARK SCHOOL

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## Music

### Heads of Department

## SURREY

### PARKSIDE SCHOOL

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## Other Assistants

### KENT

### ST EDMUND'S JUNIOR SCHOOL

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## LONDON N12

### HOLMEWOOD FREE SCHOOL

Required for September 1987, a qualified teacher to take P.E. and Geography throughout the school. Ability to teach and motivate. The successful candidate will be enthusiastic and able to provide a high standard of teaching. Please apply in writing, enclosing curriculum vitae and names and addresses of two referees, to The Headmaster, Macclesfield Educational, Macclesfield, Cheshire, SK10 1AA. (17460) 205624

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## LONDON NW5

### ARNOLD LODGE SCHOOL

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## Physical Education

### Heads of Department

### Other Assistants

## Other than by Subject Classification

### Other Assistants

## ACAREER IN INDEPENDENT EDUCATION

Qualified teachers seeking posts in independent education. Please apply in writing, enclosing curriculum vitae and names and addresses of two referees, to The Headmaster, Macclesfield Educational, Macclesfield, Cheshire, SK10 1AA. (17460) 205624

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## Music

### Heads of Department

### Other Assistants

## SURREY

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## Physical Education

### Heads of Department

### Other Assistants

## SURREY

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## Other than by Subject Classification

### Other Assistants

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### Heads of Department

### Other Assistants

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## Physical Education

### Heads of Department

### Other Assistants

## SURREY

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## Physical Education

### Heads of Department

### Other Assistants

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# COLLEGES OF FURTHER EDUCATION

## ESSEX

### LOUGHTON COLLEGE OF FURTHER EDUCATION





## NEWHAM COMMUNITY COLLEGE

**AN EQUAL OPPORTUNITY EMPLOYER**  
A College of Further, Higher and Adult Education which provides education and training for the whole community - from basic skill level to final professional qualifications.

### PRINCIPAL LECTURER: FOUNDATION STUDIES

To help develop and manage Foundation courses (CPVE: Return to Learning; Access etc.) and of Foundation support for students attending vocational courses (including Communications, Study Skills; Problem Solving and Personal Development). Applicants should have appropriate teaching and administrative experience. Energy, enthusiasm, a well informed understanding of curriculum issues, and a commitment to meeting the Foundation needs of local people will be essential.

### LECTURER II ENGLISH AS A SECOND LANGUAGE

Required from 1st January 1988 or earlier to act as a course leader for ESL provision at West Ham Centre. Also to support individual students and stimulate College course and curriculum development in ESL through membership of appropriate course teams. A knowledge of relevant Asian languages would be an advantage. Applications from women, members of ethnic minority groups and persons with disabilities are especially welcomed, as are proposals for job sharing.

Salary: In the range: £11,784 to £18,688  
plus £1,215 London Weighting

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9827 (24 hours). Closing Date: 28th July 1987.



## LECTURER I IN GOVERNMENT

Required from 1st September, 1987 to take responsibility for the teaching of Government and Political Studies and to contribute to the teaching of Sociology.

Application forms from the Chief Administrative Officer, Nelson and Colne College, Scotland Road, Nelson, Lancs. BB9 7YT.

## CLEVELAND COUNTY COUNCIL LONGLANDS COLLEGE of Further Education

Applicants are invited from suitably qualified candidates for the following post:-

### Lecturer I in Industrial Robotics

to teach and assist in the development of courses particularly in the use of Robotics in a manufacturing and production environment.

Salary: Lecturer I £6,843-£11,865

Application forms and further details are available from the Principal's Secretary, Longlands College of Further Education, Douglas Street, Middlesbrough, Cleveland, TS4 2JW, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

## COLLEGES OF FURTHER EDUCATION continued

### Mid Glamorgan COUNTY COUNCIL Education Department

#### BRIDGEND COLLEGE OF TECHNOLOGY

### 1. LECTURER II, FOREIGN LANGUAGES

Required for 1st January, 1988, an experienced and enthusiastic graduate to teach, organise and develop foreign languages at the College.  
The person appointed should have a high degree of proficiency in at least two major European languages (to include French), and experience in the application of foreign languages to business situations would be advantageous.

The post will include responsibility for the teaching of languages within Business Studies and Travel and Tourism courses for foreign language needs in local industry for G.C.S.E. 'A' level and for the College's increasing European links.

The College is also hoping to develop links with schools and expand the range of foreign language evening classes in the communities of Gwyr. Applicants shortlisted for interview may be required to demonstrate a high degree of proficiency in their spoken foreign languages.

SALARY: £6,895-£13,666 (under review)

### 2. LECTURER I, DEPARTMENT OF CARING AND COMMUNITY STUDIES

Required for 1st September, 1987, or as soon as possible thereafter to form part of a team providing qualifying and pre-qualifying social work training to a wide range of students.

Applicants must hold a qualification of the Council of Education and Training in Social Work (i.e., C.S.S., C.Q.S.W. or equivalent) and, additionally, a relevant degree or other professional qualification would be a distinct advantage.

The successful applicant should have relevant experience in working with handicapped or elderly people, preferably in a residential or day care setting, and will have proven ability in teaching and/or training.

SALARY: £6,843-£11,865 with eventual progression to £13,666 (under review)

Application forms to be returned by 31st July, 1987, obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, Sunnyside, Bridgend, CF31 4AR, Tel. Bridgend (0686) 82111. AN EQUAL OPPORTUNITIES EMPLOYER

## DE HAVILLAND COLLEGE The Campus, Welwyn Garden City, Herts

**Lecturer I in Modern Languages and EFL**  
To take an active role in the development of the Modern Languages Section and participate in EFL teaching and activities. Interest in Communications an advantage. The post will be based at the Borehamwood College Centre.

### Lecturer in Computer Applications

Applications are invited from candidates who can offer expertise in one or more of the following fields:  
• Programming: BASIC, PASCAL, COBOL  
• Development of Courseware  
• Staff Development in Information Technology  
• Business Applications  
• Engineering Applications

The post will be based at the Welwyn Garden City College Centre.  
Salary: £8843-£13866 per annum plus £309 "fringe" allowance.

Assistance with removal and lodgings in approved cases.

Forms and further details from the Principal, de Havilland College, The Campus, Welwyn Garden City, Herts AL8 6AH (telephone: Welwyn Garden 326318 ext 21), to be returned by July 31st July 1987.



### Lecturer Grade I Hearing Impaired (Temporary 1 Year Appointment) Plus Part-time Lecturers in this Speciality

REQUIRED FOR SEPTEMBER 1987

As part of the College's major commitment to students with special needs, an active and enthusiastic teacher is required to join our expanding support team. Candidates should preferably be qualified teachers of the deaf and able to support hearing impaired students in a variety of subjects across the College provision. Applications are also invited from suitably experienced teachers interested in part-time work in this speciality. Salary: Lecturer grade I £6,843-£11,865 (under review). F.E. Conditions of Service will apply. The County Council welcomes applications regardless of race or ethnic origin, sex, marital status or disability.

For further details and application forms, please send a large S.A.E. to:  
The Principal's Secretary, Tresham College,  
St. Mary's Road, Kettering, Northants NN16 7BS.  
Telephone Kettering (0536) 85363 ext. 205.

Principal: Mr. L. P. S. Piper  
Applications are invited for a job-share position as

### Lecturer II in Psychology (Half-Time)

In the Centre for Professional and Personal Development. The Centre offers a range of professional training courses in Education and Social Work and also personal development courses in group dynamics and counselling.

The appointment will be a half-time post on a permanent basis of Lecturer Grade II level.

Salary: £8,595-£13,656

(under review), proportionally reduced.  
An application form and further details may be obtained by sending a stamped, addressed envelope to the Staffing Office, at the address below, to whom all completed application forms should be returned within two weeks of the appearance of this advertisement.

### Cornwall College of Further and Higher Education

Redruth, Cornwall TR8 6JY

## COLLEGES OF FURTHER EDUCATION

### SOMERSET COUNTY COUNCIL SOMERSET COLLEGE OF ARTS AND TECHNOLOGY Taunton

**LECTURER I IN BUILDING SURVEYING**  
Required as soon as possible. The person appointed will be responsible for the teaching of basic mathematics and architectural principles to level 1 students. The post is in close collaboration with the other two lecturers in Mathematics and Building Sciences in developing the curriculum. The successful candidate will be responsible for the overall management of the course. The post is full-time, permanent, and based at the Somerset College of Arts and Technology, Taunton. Salary: £8,595 - £13,656 (under review). Applications should be sent to the Principal, Somerset College of Arts and Technology, Taunton, Somerset TA1 1JH. Closing date: 31st July 1987.

Applicants must have an appropriate qualification in an appropriate discipline or ground in the Construction Industry and preferably be a teacher/trainee.

Application form and further details (see page 17) from the Principal, Somerset College of Arts and Technology, Taunton, Somerset TA1 1JH. Closing date: 31st July 1987.

As equal opportunities employer. (11785) 250026

### OXFORDSHIRE COUNTY COUNCIL JESSOP COLLEGE OF FURTHER EDUCATION Banbury

**LECTURER I (TEMPORARY) IN ENGLISH AS A FOREIGN LANGUAGE**  
Required from 1st September 1987 to teach English as a foreign language to students at the College. The post is full-time, permanent, and based at the Jessop College of Further Education, Banbury. Salary: £8,595 - £13,656 (under review). Applications should be sent to the Principal, Jessop College of Further Education, Banbury, Oxfordshire OX1 1JH. Closing date: 31st July 1987.

Applicants must have an appropriate qualification in an appropriate discipline or ground in the Construction Industry and preferably be a teacher/trainee.

Application form and further details (see page 17) from the Principal, Jessop College of Further Education, Banbury, Oxfordshire OX1 1JH. Closing date: 31st July 1987.

As equal opportunities employer. (11785) 250026

### STAFFORDSHIRE UNIVERSITY OF KEEL DEPARTMENT OF EDUCATION LECTURER IN ENGLISH IN EDUCATION

A temporary, full-time appointment of a Lecturer in English in Education to be made from 1st September 1987 for one year. The successful candidate will be responsible for the teaching of English in Education to students at the University of Keele. The post is full-time, permanent, and based at the University of Keele, Staffordshire ST5 5BG. Salary: £8,595 - £13,656 (under review). Applications should be sent to the Principal, University of Keele, Staffordshire ST5 5BG. Closing date: 31st July 1987.

Applicants must have an appropriate qualification in an appropriate discipline or ground in the Construction Industry and preferably be a teacher/trainee.

Application form and further details (see page 17) from the Principal, University of Keele, Staffordshire ST5 5BG. Closing date: 31st July 1987.

As equal opportunities employer. (11785) 250026

### WAKEFIELD DISTRICT COLLEGE LECTURER IN BUSINESS STUDIES (TEMPORARY 1 YEAR APPOINTMENT)

Required for September, 1987, to teach Business Studies to students at the College. The post is full-time, permanent, and based at the Wakefield District College, Wakefield. Salary: £8,595 - £13,656 (under review). Applications should be sent to the Principal, Wakefield District College, Wakefield WF1 1JH. Closing date: 31st July 1987.

Applicants must have an appropriate qualification in an appropriate discipline or ground in the Construction Industry and preferably be a teacher/trainee.

Application form and further details (see page 17) from the Principal, Wakefield District College, Wakefield WF1 1JH. Closing date: 31st July 1987.

As equal opportunities employer. (11785) 250026

### LINCOLNSHIRE COLLEGE OF ART AND DESIGN

Lincoln Road, Lincoln LN2 1NP.  
Telephone: (0532) 23268

Department of Art and Associated Studies  
Head of Department: Roger Corroon

Applications are invited for the following two posts, to start as soon as possible after 1st September 1987.

### Lecturer 1 - First Year Co-ordinator: BTEC ND General Art and Design

Candidates should be suitably qualified 2D designers (Graphic or Fashion and Textiles) with ability to teach and supervise students. Knowledge of appropriate computer applications will be considered an advantage.

The appointed person will support the Course Leader, as Co-ordinator of First Year Studies with responsibility for teaching and organisational arrangements for approximately 30 students on this broad based two year, QAD course.

### Lecturer 1 - Second Year Graphic Design Co-ordinator BTEC ND General Art and Design Course

Candidates should be suitably qualified in Graphic Design with ability to teach associated drawing skills and photography. Knowledge of and developed interest in computer graphics will be a particular advantage.

In support of the Course Leader, the appointed person will be mainly responsible for work with the Graphic Design option groups in the Second Year of the QAD course.

Application forms and further details of both posts are available from the Principal's Secretary at the College. Completed forms should be returned by 31st July 1987. Interviews will be held on 1st August 1987.

## WARWICKSHIRE

### MID WARWICKSHIRE COLLEGE OF FURTHER EDUCATION Leamington Spa CV33 5JE Tel: (0926) 311711

Applications are invited for the following full-time appointments as soon as possible.

### LECTURER GRADE II ACCOUNTING AND FINANCE

The person appointed will be responsible for the teaching of basic mathematics and accounting principles to level 1 students. The post is in close collaboration with the other two lecturers in Mathematics and Accounting in developing the curriculum. The successful candidate will be responsible for the overall management of the course. The post is full-time, permanent, and based at the Mid Warwickshire College of Further Education, Leamington Spa. Salary: £8,595 - £13,656 (under review). Applications should be sent to the Principal, Mid Warwickshire College of Further Education, Leamington Spa, Warwickshire CV33 5JE. Closing date: 31st July 1987.

### LECTURER GRADE II FINANCIAL ASPECTS OF BUSINESS

The person appointed will be responsible for the teaching of basic mathematics and financial principles to level 1 students. The post is in close collaboration with the other two lecturers in Mathematics and Finance in developing the curriculum. The successful candidate will be responsible for the overall management of the course. The post is full-time, permanent, and based at the Mid Warwickshire College of Further Education, Leamington Spa. Salary: £8,595 - £13,656 (under review). Applications should be sent to the Principal, Mid Warwickshire College of Further Education, Leamington Spa, Warwickshire CV33 5JE. Closing date: 31st July 1987.

Applicants must have an appropriate qualification in an appropriate discipline or ground in the Construction Industry and preferably be a teacher/trainee.

Application form and further details (see page 17) from the Principal, Mid Warwickshire College of Further Education, Leamington Spa, Warwickshire CV33 5JE. Closing date: 31st July 1987.

As equal opportunities employer. (11785) 250026

### WEST SUSSEX COUNTY COUNCIL LECTURERS GRADE I/II IN MANAGEMENT STUDIES BRIGHTON COLLEGE OF FURTHER EDUCATION Brighton BN1 9QJ

As a result of continuing expansion in a range of courses for professional management institutions and of short management courses for local companies, we now wish to appoint further lecturers to teach a selection of subject areas appropriate to their experience and qualifications. The subject areas particularly required are:

Production Control  
Purchasing and Supply  
Finance and Management  
Accounting  
Marketing  
Quantitative Methods  
Industrial and Commercial  
Computer Applications  
Organisational and Management Theory

Appointments will be at L1 grade but exceptionally qualified candidates may be considered for L2 grading.

Application form and further details available from the Principal, Brighton College of Further Education, College Road, Crawley, Sussex BN1 9QJ. Tel: 01293 6811. Applications should be returned within two weeks of the date of this advertisement. (11781) 250026

### WARWICK UNIVERSITY OF WARWICK LECTURERSHIP IN EDUCATION

Applications are invited for a Lectureship in the Social Aspects of Education in the Department of Education. The University is involved in a major expansion of the teaching of education at initial training, in-service training and Masters degree levels; this includes a strong involvement in primary education.

The successful applicant will be expected to engage in research and publication and should be able to demonstrate a strong and appropriate record of relevant existing achievement. Ability to work in multi-cultural educational environment, management and assessment of pupils, teachers and schools will be particularly welcome, although candidates with other strengths will be considered. The major thrust of the Department is the field of Primary education and research in this area is a high priority. Research and teaching have recently been established.

The post is tenable from 1st January 1988.

Salary Range: £8,735 - £18,210 p.a.

Further details and application forms are available from the Principal, University of Warwick, Coventry CV4 7AL. Tel: 0246 22311. Closing date: 11th August 1987.

An Equal Opportunities Employer. (11778) 250000

### Colleges and Departments of Art

#### Other Appointments

### CLEVELAND COUNTY COUNCIL An Equal Opportunities Employer

### CLEVELAND COLLEGE OF ART & DESIGN

LECTURER II IN CHARGE OF BTEC DIPLOMA IN DESIGN (FASHION) AT THE PLUZZHAM STREET SITE OF THE COLLEGE OF ART & DESIGN

Required for September 1987 or as soon as possible. The person appointed will be responsible for the teaching of basic mathematics and fashion principles to level 1 students. The post is in close collaboration with the other two lecturers in Mathematics and Fashion in developing the curriculum. The successful candidate will be responsible for the overall management of the course. The post is full-time, permanent, and based at the Cleveland College of Art & Design, Pluzzham Street, Middlesbrough. Salary: £8,595 - £13,656 (under review). Applications should be sent to the Principal, Cleveland College of Art & Design, Pluzzham Street, Middlesbrough, Cleveland, TS4 2JW. Closing date: 31st July 1987.

Applicants must have an appropriate qualification in an appropriate discipline or ground in the Construction Industry and preferably be a teacher/trainee.

Application form and further details (see page 17) from the Principal, Cleveland College of Art & Design, Pluzzham Street, Middlesbrough, Cleveland, TS4 2JW. Closing date: 31st July 1987.

As equal opportunities employer. (11785) 250026

## UNIVERSITY Appointments

### STAFFORDSHIRE UNIVERSITY OF KEEL DEPARTMENT OF EDUCATION LECTURER IN ENGLISH IN EDUCATION

A temporary, full-time appointment of a Lecturer in English in Education to be made from 1st September 1987 for one year. The successful candidate will be responsible for the teaching of English in Education to students at the University of Keele. The post is full-time, permanent, and based at the University of Keele, Staffordshire ST5 5BG. Salary: £8,595 - £13,656 (under review). Applications should be sent to the Principal, University of Keele, Staffordshire ST5 5BG. Closing date: 31st July 1987.

Applicants must have an appropriate qualification in an appropriate discipline or ground in the Construction Industry and preferably be a teacher/trainee.

Application form and further details (see page 17) from the Principal, University of Keele, Staffordshire ST5 5BG. Closing date: 31st July 1987.

As equal opportunities employer. (11785) 250026

### POLYTECHNICS

#### MANCHESTER POLYTECHNIC

### LECTURER I/SENIOR LECTURER (2 POSTS) IN MATHEMATICS EDUCATION (PRIMARY)

Applications are invited from those with recent relevant teaching experience in mathematics in primary schools (Ref. C8/529).

For both posts: The person appointed will probably be graduates and will be expected to contribute to the full range of teacher education courses offered at both initial and in-service levels. Lecturing involves working on up to two evenings a week as part of the overall teaching commitment.

The mathematics section operates with a co-operative organisational model and a strong emphasis on research. The person appointed will be expected to contribute to the full range of teacher education courses offered at both initial and in-service levels. Lecturing involves working on up to two evenings a week as part of the overall teaching commitment.

These posts will be based at the Didsbury School of Education but will be occasionally necessary to work in different venues.

Salary: £8,595 - £13,656 (under review). Applications should be sent to the Principal, Manchester Polytechnic, PO Box 16, Manchester M13 9PL. Tel: 061 275 5511. Closing date: 31st July 1987.

An Equal Opportunities Employer. (11785) 250026

### Colleges of Higher Education

#### Other Appointments

### CHELTEMHAM COLLEGE OF ST. PAUL AND ST. MARY Faculty of Sciences LECTURER IN MATHEMATICS

Required for September/January, well qualified mathematician to contribute to existing work of mathematics department and to develop new areas of work. Experience of or interest in research in mathematics, mathematical education, informal technology, computing, industrial mathematics, business studies, etc. would be an advantage. The post is full-time, permanent, and based at the Cheltenham College of St. Paul and St. Mary, Cheltenham, Gloucestershire. Salary: £8,595 - £13,656 (under review). Applications should be sent to the Principal, Cheltenham College of St. Paul and St. Mary, Cheltenham, Gloucestershire. Closing date: 31st July 1987.

The post is tenable from 1st January 1988.

Salary Range: £8,735 - £18,210 p.a.

Further details and application forms are available from the Principal, University of Warwick, Coventry CV4 7AL. Tel: 0246 22311. Closing date: 11th August 1987.

An Equal Opportunities Employer. (11778) 250000

### Research Posts

#### RESEARCH ASSISTANT

To work on a major television documentary for 3 months commencing October 1987. A knowledge of literature and drama (preferably to degree level), strong interest in popular culture and a sense of humour essential.

Please write with full details to: Box 722 00789, Priory House, St John's Lane, SCM 4BX. (1785) 250000

## Lecturer- Applied Psychology

The Police Staff College at Bramshill provides top quality higher training for officers of overseas and UK police forces.

Your primary involvement will be with selection, assessment and development of staff, student training in stress management and the management of change and organisational development.

You must have a first or second class honours degree, or equivalent or higher qualification, in applied psychology and be well versed in learning theory and learning processes. Membership of the British Psychological Society is essential.

Salary (under review) £8,800-£16,616. Starting salary according to qualifications and experience. Promotion prospects.

For further details and an application form (to be returned by 7 August 1987) write to Civil Service Commission, Alconway Link, Basingstoke, Hants RG23 1JH, or telephone Basingstoke (02564) 48561 (answering service operates outside office hours). Please quote ref G/7886.

The Civil Service is an equal opportunity employer.

HOME OFFICE







MINISTRY OF DEFENCE  
SERVICE CHILDREN'S EDUCATION AUTHORITY

## Vacancies for Infant Teachers

January 1988

SCEA invites applications from qualified and experienced teachers to fill a significant number of INFANT POSTS (and a smaller number of junior posts).

Most initial appointments will be made on the Basic Scale, but a few vacancies will attract an incentive allowance. Although contracts are initially for three years, these are renewable subject to satisfactory performance, and many teachers stay with the Authority for considerable periods, achieving substantial advancement within it.

The bulk of appointments will be in Germany, but a small number of teachers may be needed in Cyprus and Hong Kong. Applicants may specify the overseas area(s) in which they are interested, although those including Germany in their choices are more likely to enhance their chances of being selected for interview and possible subsequent appointment.

SCEA primary schools are very well equipped, generously staffed, and designed in every way to reflect the best of contemporary UK practice. An advisory service and excellent programme of in-service training ensures that the SCEA teacher remains professionally up-to-date and fully in touch with developments in the UK.

### CONDITIONS OF SERVICE

Salary will be in accordance with the Education (School Teachers' Pay and Conditions of Service) Order 1987. In addition, the London Area Allowance is payable.

Superannuation - Normal rights are safeguarded.

Foreign Service Allowances/Cost of Living Allowances. A tax free allowance is payable. Further information will be forwarded to interested applicants.

Accommodation is normally provided rent free.

All applicants should be residents in the United Kingdom, where they have recently gained at least two years' teaching experience in a similar post to that for which they are applying.

The Civil Service is an equal opportunities employer.

Requests for application forms and further details should be made in writing to:

Service Children's Education Authority 2a  
MOD/279  
HQ DAED  
Court Road  
Egham  
London SE9 5NR  
(Tel: 01 854 2242 Ext 4206/4224)

The closing date for completed application forms is Friday 7 August 1987.  
(08818)



## OVERSEAS POSTS continued

### KING FAISAL UNIVERSITY AL-HASSA SAUDI ARABIA

### COLLEGE OF EDUCATION

Applications are invited for vacancies  
in the following areas:

GENERAL LINGUISTICS  
APPLIED LINGUISTICS  
BRITISH & AMERICAN LITERATURE  
TEFL/TESL  
PHYSICAL EDUCATION (MALES ONLY)  
CURRICULUM & INSTRUCTION

Application forms (and further particulars) are available  
from the following address:

King Faisal University Vacancies, Saudi Arabian  
Educational Office, 29 Belgrave Square,  
London SW1X 8QB.

and should be sent, together with non-returnable  
photocopies of academic and experience certificates, to:

The Dean, College of Education, King Faisal  
University, PO Box 1769, Al-Hassa 31982,  
Saudi Arabia.

Applications are to reach Saudi Arabia no later than  
1 August 1987.

### THE AL BAYAN SCHOOL, KUWAIT

Paces Recruitment Consultants invite applications from  
Biology Graduates for the post of Biology Teacher.

The successful applicant will teach I.B. Biology to 12-16  
years olds, with 2 classes of science per week to upper  
juniors.

Applicants should preferably have 3 to 7 years experience.

The school offers a generous tax free salary, return air fare  
and free accommodation etc.

Applicant should submit 2 copies of each of the following:

Letter of application, e.v., recent passport photograph and  
names and addresses of two referees, together with a  
stamped addressed envelope to:-



Department A. Paces, 88,  
Eccleston Gardens, St. Helens,  
WA10 3BN, within 14 days.

Interviews in the U.K. in  
August.

### RENEWAL OF NATIONAL ENGLISH LANGUAGE CURRICULUM PROJECT SULTANATE OF OMAN

Applications are invited for the following posts:

#### 1. PROJECT COORDINATOR

This is a Senior Executive appointment. The appointee will be responsible  
for the overall administration of the project. A high level of administrative  
ability together with financial and budgeting expertise are required. In  
or she will have had extensive direct experience of similar materials  
curriculum development projects. Previous work experience in the Arab  
world would be an advantage.

**Qualifications:** Applicants should hold either a Masters Degree in Linguistics/TEFL or  
have twelve years relevant post degree experience, or an appropriate  
Bachelors Degree, a postgraduate diploma in TEFL, and eighteen years  
experience.

#### 2. CURRICULUM AND TRAINING OFFICER

The appointee will work in close association with an author in the con-  
ception, pre-trialling, trialling, rewriting, and gradual introduction of new  
materials and their evaluation. Extensive experience of teacher in-service  
training is a requirement. Some materials writing experience would be an  
asset, as would the offering of some personal specialist area of expertise  
(e.g. school based testing, classroom techniques, use of media etc.).

**Qualifications:** Applicants should hold either a Masters Degree in Linguistics/TEFL or  
have eight years relevant post degree experience, or an appropriate  
Bachelors Degree, a postgraduate diploma in TEFL, and twelve years  
experience.

**Benefits for the above posts:**  
- Generous salary free of income tax  
- Gratuity payable after two years service  
- Child allowance (maximum 3 children)  
- Free annual family passages  
- 48 days annual leave  
- Free furnished accommodation  
- Car allowance.

Interested applicants should apply in writing immediately to  
the following address enclosing a full CV, copies of certificates  
and references, and also quoting a day time telephone number:  
Cultural Attache, Sultanate of Oman, 44 Rammerside Gdn, Lon-  
don SW7, Interviews to be held during mid-August.

### DUKHAN JUNIOR SCHOOL, QATAR

PACES Recruitment Consultants have been instructed by the  
governing Board of the School to recruit:

#### A PRIMARY SCHOOL TEACHER

With experience of both Juniors and Infants for September 1987.  
The school serves children of the Senior Staff of the Qatar General  
Petroleum Company, over half of whom are British, aged 4 to 10  
and has 30 children on roll and two other teachers. A British  
playgroup is followed.

The successful candidate will be FEMALE, with 8 to 12 years teaching  
experience, some of which will preferably be overseas.  
The school offers an excellent package, including a TAX FREE SAL-  
ARY in the region of £16,000 p.a., return air fare etc.

Please send two copies of the fol-  
lowing: CV; letter of application  
names of two referees; recent passport  
photograph and a stamped addressed envelope to:  
Dept. A. PACES, 88 Eccleston Gar-  
dens, St. Helens, WA10 3BN within  
14 days.

Interviews in August.

PACES also have a number of vacancies for teachers aged 25 to 30  
in Primary Schools in the Middle East. If you are available for Sep-  
tember, please send copies of your CV and references to the PACES  
address.



### OVERSEAS POSTS

continued

**ITALY**  
Experienced EFL teachers re-  
quired for large, established,  
authorised schools in the  
Theatrical Area. Applicants  
must have degree, relevant experi-  
ence teaching English to fore-  
igners, some knowledge of  
Italian and an RSA preparatory  
or equivalent certificate.  
Salary approx. 7,500,000  
Italian lire net for eight  
months contract period (Octo-  
ber to May), with possibility  
of extension to two years  
with summer passage  
include free passage  
accommodation.  
Interviews will be held in  
London from August 13th to  
27th.  
Write enclosing telephone  
number and address, full  
CV, passport photograph, two  
references and photocopies of  
degrees/diplomas to: The  
Director, Lord Byron Col-  
lege, c/o International Col-  
lege House, 288 Great West  
land Street, London W1N  
5HD. (39585) 460000

**Kenya**  
HILLCREST PREPARATORY  
School for girls and boys  
in Nairobi.  
Entrance Ex-  
amination held in January  
1987, but acceptably January 1988.  
U.S. Embassy required  
Programme, Basic Computer  
Programme, interest in and  
aptitude for Games neces-  
sary.  
ALL ROUND SUBJECT  
TEACHERS willing, if asked,  
to take charge of 6 or 7 year  
classes, interviewed in January  
1988. Interest in and apti-  
tude for girls games (plus  
readiness to be informally in  
charge of them) preferred.  
Contact the Headmaster,  
P.O. Box 30265, Nairobi.  
Interviews: Mr. C. V. Lag-  
g, Old Police House,  
Lushington, Chi-  
ngom, Willes. Phone  
0025 840359. 460000  
(17755)

### Posts Overseas

#### Czechoslovakia

English and Methodology Lecturer  
Prague Pedagogical Institute

Duties to carry out in-service training of up to  
300 English Language teachers in the Prague  
area. The post-holder will be closely involved  
in textbook production and will also give  
talks on British life and institutions.  
Qualifications: British nationals with a  
degree and PGCE TEFL or RSA Dip TEFL;  
MA in Applied Linguistics desirable; 4 years'  
experience including teacher training;  
secondary teaching experience desirable.  
Salary: local salary plus tax-free sterling  
subsidy of \$5,980 p.a.  
Benefits: free accommodation, medical  
scheme, superannuation contribution, fares  
and baggage allowance.  
Contract one year, from October 1987.  
Closing date for applications: 7 August 1987.  
Reference: 87 B 457

#### Key English Language Teaching Scheme

The KELT scheme is part of  
Britain's Aid Programme to  
developing countries

#### Turkey

87 K 30 English Language Adviser  
Karadeniz University, Trabzon

Duties: teacher training; materials design;  
course work design; language improvement  
teaching.

Qualifications: UK citizens with a British  
educational background; BA in English/  
Modern Languages/History; MA in  
TEFL/Applied Linguistics; teaching  
qualification; minimum 5 years' teaching  
experience overseas.

87 K 31 Adviser in Teacher Training  
and Methodology, Bogazici University,  
Istanbul.

Duties: to establish a teacher-training unit  
within the School of Foreign Languages;  
to advise on materials writing, textbook  
evaluation and curriculum.

Qualifications: UK citizens with a British  
educational background; first degree; PGCE  
and MA in ESP/Applied Linguistics/TEFL;  
substantial experience in covering needs  
analysis, syllabus design, materials  
production and tertiary teacher training;  
minimum of 5 years' experience overseas.  
Asian experience advantageous.

Salary: £13,988-£19,003 p.a. free of UK income  
tax.

Overseas allowances: nil-£400 depending on  
salary and marital status.

Date of appointment: September 1987.

Contract: 2 years.

Closing date for applications: 12 August 1987.  
Reference: 87 K 80/81T

#### Yemen Arab Republic

Coordinator, English Education  
Programme, Sana'a University  
(This branch)

Duties: to establish the English Education  
Programme of the Faculty of Education, Sana'a  
University.

Qualifications: UK citizens with a British  
educational background; first degree; MA in  
Applied Linguistics/TEFL; five years' TEFL  
experience including 2 years in teacher  
training overseas.

Salary: £12,409-£15,088 p.a. free of UK income  
tax.

Overseas allowances: £1,700-£5,924 p.a.  
depending on salary level and marital status.  
Date of appointment: September 1987.  
Contract: 2 years.

Closing date for applications: 10 August  
1987.

### KENYA

HILLCREST PREPARATORY

School for girls and boys  
in Nairobi.

Entrance Ex-  
amination held in January  
1987, but acceptably January 1988.

U.S. Embassy required  
Programme, Basic Computer  
Programme, interest in and  
aptitude for Games neces-  
sary.

ALL ROUND SUBJECT  
TEACHERS willing, if asked,  
to take charge of 6 or 7 year  
classes, interviewed in January  
1988. Interest in and apti-  
tude for girls games (plus  
readiness to be informally in  
charge of them) preferred.

Contact the Headmaster,  
P.O. Box 30265, Nairobi.  
Interviews: Mr. C. V. Lag-  
g, Old Police House,  
Lushington, Chi-  
ngom, Willes. Phone  
0025 840359. 460000  
(17755)

### Sudan

ELT Adviser, In-service  
Educational Training Institute,  
Khartoum

Duties: In-service training of Sudanese  
teacher trainers; materials revision; setting  
and marking examinations, counselling and  
demonstration for tutors and teacher  
trainers in regional institutes, including  
organisation of micro-teaching, liaison with  
other teacher training institutions both in  
Khartoum and in regions; liaison with  
regional educational authorities and  
inspectorate; counselling and integration  
of British VSO assistant teacher trainers in  
regions. These duties will involve a large  
amount of travelling under arduous  
conditions.

Qualifications: candidates must be UK  
citizens with a British educational  
background. They must have an MA in  
Applied Linguistics/TEFL, and at least five  
years' relevant experience involving teacher  
training and materials production in  
developing countries. Experience of Arab/  
Muslim countries is desirable, as are typing  
and Land Rover maintenance skills.

Salary: £13,988-£19,003 p.a. free of UK income  
tax, plus special Sudan supplement of 10% of  
basic salary.

Overseas allowances: £141-£4,707 depending  
on salary and marital status.

Starting date: as soon as possible.

Closing date for applications: 11 August  
1987.

Reference: 87 K 32T

### Philippines

Specialist Consultant in ESP,  
Division of Professional Education,  
University of the Philippines in the  
Visayas

Duties: In collaboration with counterpart;  
to conduct a needs analysis; draft a syllabus;  
write, trial and revise a set of materials to  
develop appropriate English skills for the  
Teachers of English to Fisheries students;  
train serving and student teachers on the  
use of these materials both directly and as  
models for future work; establish feedback  
mechanisms; contribute to evaluation of  
project; advise subject specialists on  
language problems of textbooks and  
materials for Fisheries students.

Qualifications: UK citizens with a British  
educational background; first degree, PGCE  
and MA in ESP/Applied Linguistics/TEFL;  
substantial experience in covering needs  
analysis, syllabus design, materials  
production and tertiary teacher training;  
minimum of 5 years' experience overseas.  
Asian experience advantageous.

Salary: £13,988-£19,003 p.a. free of UK income  
tax.

Overseas allowances: £1,700-£5,924 p.a.  
depending on salary level and marital status.

Date of appointment: October 1987.

Contract: initially for 2 years with the British  
Council.

Closing date for applications: 31 July 1987.  
Reference: 87 K 16T

Benefits for the above posts: salary free of  
UK Income tax; free family passages;  
children's education allowances and holiday  
visits; free furnished accommodation; out-  
allowance; baggage allowance; medical  
scheme; employer's contribution to a  
recognised superannuation scheme or an  
allowance of 1% of salary in lieu.

For further details and an application form,  
please write, quoting the post reference  
number, to Overseas Education  
Appointments Department, The British  
Council, 64 Davies Street, London W1T 2AA.

Interviews: 10 August 1987.

Qualifications: T.E.F.L. teachers re-  
quired for small schools of  
English in Southern Italy. Ap-  
plicants should have a degree  
and a TEFL qualification, and  
some experience of teaching  
English as a second language.  
Salary: £12,409-£15,088 p.a. free of UK income  
tax.

Overseas allowances: nil-£400 depending on  
salary and marital status.

Date of appointment: September 1987.

Contract: 2 years.

Closing date for applications: 12 August 1987.  
Reference: 87 K 80/81T

Qualifications: UK citizens with a British  
educational background; first degree; MA in  
Applied Linguistics/TEFL; five years' TEFL  
experience including 2 years in teacher  
training overseas.

Salary: £12,409-£15,088 p.a. free of UK income  
tax.

Overseas allowances: £1,700-£5,924 p.a.  
depending on salary level and marital status.  
Date of appointment: September 1987.  
Contract: 2 years.

Closing date for applications: 10 August  
1987.

Qualifications: T.E.F.L. teachers re-  
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Salary: £12,409-£15,088 p.a. free of UK income  
tax.

Overseas allowances: nil-£400 depending on  
salary and marital status.

Date of appointment: September 1987.

Contract: 2 years.

Closing date for applications: 12 August  
1987.

### OMAN

New International School

for students aged 4-14  
opening in Umqat  
Bastakiya.

English medium curricu-  
lum for British and Ameri-  
can system, sponsored by  
U.S. Embassy required  
Programme, Basic Computer  
Programme, interest in and  
aptitude for Games neces-  
sary.

ALL ROUND SUBJECT  
TEACHERS willing, if asked,  
to take charge of 6 or 7 year  
classes, interviewed in January  
1988. Interest in and apti-  
tude for girls games (plus  
readiness to be informally in  
charge of them) preferred.

Contact the Headmaster,  
P.O. Box 30265, Nairobi.  
Interviews: Mr. C. V. Lag-  
g, Old Police House,  
Lushington, Chi-  
ngom, Willes. Phone  
0025 840359. 460000  
(17755)

### FRANCE

INTERNATIONAL SCHOOL

for students aged 4-14  
opening in Umqat  
Bastakiya.

English medium curricu-  
lum for British and Ameri-  
can system, sponsored by  
U.S. Embassy required  
Programme, Basic Computer  
Programme, interest in and  
aptitude for Games neces-  
sary.

ALL ROUND SUBJECT  
TEACHERS willing, if asked,  
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tude for girls games (plus  
readiness to be informally in  
charge of them) preferred.

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Interviews: Mr. C. V. Lag-  
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ngom, Willes. Phone  
0025 840359. 460000  
(17755)

### GREECE

INTERNATIONAL SCHOOL

for students aged 4-14  
opening in Umqat  
Bastakiya.

English medium curricu-  
lum for British and Ameri-  
can system, sponsored by  
U.S. Embassy required  
Programme, Basic Computer  
Programme, interest in and  
aptitude for Games neces-  
sary.

ALL ROUND SUBJECT  
TEACHERS willing, if asked,  
to take charge of 6 or 7 year  
classes, interviewed in January  
1988. Interest in and apti-  
tude for girls games (plus  
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charge of them) preferred.

Contact the Headmaster,  
P.O. Box 30265, Nairobi.  
Interviews: Mr. C. V. Lag-  
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### GREECE

INTERNATIONAL SCHOOL

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Bastakiya.

English medium curricu-  
lum for British and Ameri-  
can system, sponsored by  
U.S. Embassy required  
Programme, Basic Computer  
Programme, interest in and  
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TEACHERS willing, if asked,  
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readiness to be informally in  
charge of them) preferred.

Contact the Headmaster,  
P.O. Box 30265, Nairobi.  
Interviews: Mr. C. V. Lag-  
g, Old Police House,  
Lushington, Chi-  
ngom, Willes. Phone  
0025 840359. 460000  
(17755)

### IBIZA, SPAIN

TEFL teacher required from  
October 1987. Also E.F.L. &  
German teachers. British  
citizens only. 30 Oskades  
Crescent, Forlades. 460000  
(17885)

### PORTUGAL

The University of Truro,  
Monte A. L. Duro, District of  
Truro, Portugal. Applicants  
should have a degree and a  
TEFL qualification, and some  
experience of teaching  
English as a second language.  
Salary: £12,409-£15,088 p.a. free of UK income  
tax.

Overseas allowances: nil-£400 depending on  
salary and marital status.

Date of appointment: September 1987.

Contract: 2 years.

Closing date for applications: 12 August 1987.  
Reference: 87 K 80/81T

Qualifications: UK citizens with a British  
educational background; first degree; MA in  
Applied Linguistics/TEFL; five years' TEFL  
experience including 2 years in teacher  
training overseas.

Salary: £12,409-£15,088 p.a. free of UK income  
tax.

Overseas allowances: £1,700-£5,924 p.a.  
depending on salary level and marital status.  
Date of appointment: September 1987.  
Contract: 2 years.

Closing date for applications: 10 August  
1987.

Qualifications: T.E.F.L. teachers re-  
quired for small schools of  
English in Southern Italy. Ap-  
plicants should have a degree  
and a TEFL qualification, and  
some experience of teaching  
English as a second language.  
Salary: £12,409-£15,088 p.a. free of UK income  
tax.

Overseas allowances: nil-£400 depending on  
salary and marital status.

Date of appointment: September 1987.

Contract: 2 years.

### SPAIN

INTERNATIONAL SCHOOL

for students aged 4-14  
opening in Umqat  
Bastakiya.

English medium curricu-  
lum for British and Ameri-  
can system, sponsored by  
U.S. Embassy required  
Programme, Basic Computer  
Programme, interest in and  
aptitude for Games neces-  
sary.

ALL ROUND SUBJECT





South Tyneside is an Equal Opportunities Employer and applicants are considered only on the basis of suitability for the job.

#### EDUCATION DEPARTMENT

Following a review of the Management Structure within the Department and the re-organisation of posts, the Authority seeks to make a number of appointments at an early date. These posts reflect the implementation of major development plans by the Council in the fields of Tertiary Education, Community Education and In-Service Training. All APT&C salaries shown will increase by 2.375% w.e.f. 1.2.88.

#### ASSISTANT DIRECTOR OF EDUCATION (Tertiary Education) £17,151 - £18,372 p.a.

Applicants should be graduates with appropriate teaching experience and substantial experience in educational administration.

The successful applicant for this new post will be primarily responsible for the implementation of the Council's Tertiary Education plans based on South Tyneside College from September, 1988. This College is one of the major national centres of marine education and training and an interest in this field would be welcome.

#### ASSISTANT DIRECTOR OF EDUCATION (Community and Continuing Education) £17,151 - £18,372 p.a.

Applicants should be graduates (or hold equivalent professional qualifications) with appropriate teaching experience and substantial experience in educational administration.

The successful applicant for this new post will have three major and inter-related areas of activity:

1. Industrial training needs and schemes funded through M.S.C., E.S.F. and I.A.F.
2. Community Education including the Youth and Community Service and Adult Education.
3. Student support.

#### GENERAL ADVISER WITH SPECIAL RESPONSIBILITY FOR TERTIARY EDUCATION

Applicants should be graduates with appropriate teaching experience at a senior level.

The person appointed will advise on the 16 to 19 phase of education and play an integral part in the development of the new Tertiary College.

#### GENERAL ADVISER WITH SPECIAL RESPONSIBILITY FOR IN-SERVICE TRAINING

Applicants should be graduates with appropriate teaching experience at a senior level.

The person appointed will develop in-service training throughout the Borough which will involve working with all sections of the education service included within the Grant Related In-Service Training Scheme.

#### ASSISTANT EDUCATION OFFICER (Tertiary Education) £14,301 - £15,587 p.a.

Applicants should be graduates with appropriate teaching experience. Previous experience in educational administration would be an advantage.

The successful candidate will play a significant role in the development of Tertiary Education, whilst supporting the Assistant Director (Tertiary) in the discharge of the local authority responsibilities for South Tyneside College.

#### ASSISTANT EDUCATION OFFICER (Community and Continuing Education) £14,301 - £15,587 p.a.

Applicants should be graduates with appropriate teaching experience. Previous experience in educational administration would be an advantage.

The successful candidate will be responsible to the appropriate Assistant Director for the administration of the new In-Service Training Programme, including co-ordination of the programme, monitoring, and reporting. These responsibilities will be carried out in liaison with the postholder of the Assistant Director of Secondary Education. The postholder will also provide support to the Assistant Director of Secondary Education in the general administration of Secondary Schools.

#### CAREERS TEAM LEADER (Schools/Colleges) £11,570 - £11,805 p.a.

The above post has arisen at South Shields Careers Office. The successful candidate will be primarily responsible for supervising and organising the work of Careers Officers with school delegates, the Specialist Careers Officer (Continued Education), the Specialist Careers Officer (Special Needs) and the Part-time TVE Careers Officers. Other duties will include training, compilation of reports, advising the Senior Careers Officer on new initiatives, and liaison with schools and colleges.

Applicants must hold Parts 1 and 2 of the Diploma in Careers Guidance and have had several years successful experience within the Careers Service.

Application forms are available from the Chief Personnel and Management Services Officer, Westgate Village, South Shields (Telephone Tyneside 465456) and should be returned by noon on 31st July 1987.

## ADMINISTRATION L.E.A. continued

#### EDUCATION DEPARTMENT

Required for January 1988 or as soon as possible thereafter.

#### PRINCIPAL ADVISER for In-Service Education SOULBURY-BURNHAM HT GROUP II (£20,787-£22,332)

The Principal Adviser, who is based at the County Education Centre in Chelmsford works under the direction of the Chief County Inspector and is responsible for the production, delivery and evaluation of the County's in-service programmes. He/she will work in close association with the Education Officer (In-Service Administration and Finance). Applicants should have substantial and appropriate experience in the training of practising teachers, particularly as it relates to the work of an Advisory Service.

Closing date: 28th August 1987.

Generous relocation expenses are payable in approved cases.

#### CAREERS SERVICE

#### CAREERS OFFICER

(Main Grade) - Colchester Careers Office Post No. C0831

Scale 4 or 5 £7,859-£8,559 or £8,790-£9,564

Applicants who will hold the Diploma in Careers Guidance or equivalent, will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and guidance for the young unemployed.

Good progression to senior posts.

Closing date: 31st July 1987.

Generous relocation expenses are payable in approved cases.

For both of the above posts application forms and further details available from (s.a.s. please) the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD. Tel: Chelmsford 267222 ext 2626.



## Senior Assistant Education Officer

Key Management Role  
£19,506-£20,724 inc. (under review)

This challenging opportunity offers an experienced, enthusiastic and imaginative candidate the chance to join a senior management team.

The key areas of responsibility are:  
\* Development \* Finance  
\* Management \* Research.

This third tier post holder is responsible for preparing reports for the Education (Development & Finance) Sub-Committee. The person appointed will represent the Chief Education Officer at meetings including Finance, Establishment and Capital and Revenue. Visits to schools and further education establishments will be an essential aspect of the job, to assess future developments and building requirements and to enable the postholder to advise the Education Committee.

You will be a graduate with relevant administrative experience and preferably, but not essentially, teaching experience. The ability to deal with personnel at all levels including officers within the Education Department, manual and administration staff and members of all recognised non-teaching unions is essential. Barking & Dagenham are currently reviewing secondary and post compulsory education policies and you will be expected to contribute effectively to proposals for the future.

We offer good benefits including essential car user allowance with a possible relocation package of up to £4,000 in appropriate cases.

If you have the necessary experience and enthusiasm to meet the challenge of this senior post please write for an application form and further particulars to the Chief Education Officer, Town Hall, Barking, Essex IG11 1JL. (Please enclose covering SAE). The closing date for receipt of completed applications is 7th August 1987.



An Equal Opportunity Employer

## DEPUTY DIRECTOR OF EDUCATION

£20,910 - £23,001  
(National Salary Award Pending)

Applicants should be graduates with successful teaching and substantial administrative experience. The Council is looking for someone who will work imaginatively and constructively and who has the commitment, drive and determination that the post requires.

## ASSISTANT DIRECTOR OF EDUCATION - FURTHER EDUCATION

£15,567 - £16,773

Applicants should be graduates with teaching and, preferably, administrative experience in an education office. The person appointed will assist the Senior Assistant Director for Further Education in the exercise of responsibilities which are mainly concerned with Sunderland Polytechnic, two large colleges of further education, a substantial youth, adult and community service, a careers advisory service, the awards system, the Youth Training Scheme and outdoor education centres. Approval was recently received for the development of a tertiary system.

The successful applicant will also have opportunities to make a wider contribution as a member of the departmental senior officers' team.

There is a scheme for assistance with re-location expenses. Application forms and further particulars (s.a.s.) are obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland, SR2 7DN Tel: Weasdale (081) 567616 ext. 2229 and must be returned to him by 31st July 1987.



This council is an equal opportunity employer.

#### DIRECTORATE OF EDUCATIONAL SERVICES

## ADMINISTRATIVE OFFICER (MANAGEMENT OF GRANT RELATED IN-SERVICE TRAINING)

SALARY: PO.3/4 £15,039-£17,511 per annum inclusive

This is a new and challenging senior post related to the implementation of the Authority's in-service programme associated with GRIST.

You will need to be a good, imaginative administrator who can develop good working relationships within the Educational Services - locally and nationally - with other agencies at personal and professional levels.

Previous administrative experience within a broad educational context is important, although this need not necessarily have been within a Local Education Authority.

Closing date 31st July, 1987

Ref. 803/AA/0657

If you are interested in this demanding, but enterprising opportunity write for fuller details and an application form to the Recruitment Office, London Borough of Barnet, 16/17 Sentinel Square, Brent Street, Hendon, London NW4 2EN. Telephone 01-202 6282, ext. 424 (01-202 6282) outside office hours.

#### AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES



#### EDUCATION DEPARTMENT CAREERS OFFICER (NORTH)

based at Area Office, North Walsham  
Salary: Scale 4/5 £7,400 - £9,654 p.a.

Applications are invited from qualified Careers Officers or students completing a full-time Diploma course for the above post. The Officer appointed will undertake the full range of duties in schools, including the whole ability range up to 5th form level.

There is automatic progression to Scale 5 after a satisfactory probationary year.

Essential car user allowance is attached to the post so applicants must hold a valid driving licence.

Application forms and further details on receipt of a s.a.s. from County Education Officer, Room 5, County Hall, Martham Lane, Norwich NR1 2DL. Closing date: 31st July 1987.



#### ADMINISTRATION - LEA

continued

#### HEREFORD AND WORCESTER COUNCIL

#### THE CAREERS SERVICE

#### CAREERS OFFICER

#### TEMPORARY CAREERS OFFICER

#### Kidderminster (to cover

#### absence)

Applications are invited from qualified and experienced Careers Officers or students completing the Diploma in Careers Guidance course.

The salary for both posts is on scale £7,459 - £10,647 per annum.

Further details and application forms from County Careers Centre, County Buildings, 5th floor, 21-23 New Street, Worcester WR1 1AA. Tel: 0939 3498.

Closing date: 28th July 1987. (171311)

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## ADMINISTRATION - LEA continued

KNOWSLEY  
METROPOLITAN  
BOROUGH OF KNOWSLEY  
PROFESSIONAL  
INTEGRAL AND  
COMMERCIAL UPDATING  
(PICKUP/WINAFEE CO-  
ORDINATOR)

Required for 1st September 1987. A PICKUP/WINAFEE Co-ordinator.

The post is temporary and is funded via Education Support Grant.

Application forms and further details available by sending an a.s.c. to the Borough Education Officer, Hutton Hey Road, Hutton, Knowsley L35 5YH to whom they should be returned by Friday, 31 July 1987. (17537) 48000

NORTH YORKSHIRE  
EDUCATION  
DEPARTMENT

SPECIALIST CAREERS  
OFFICER (Special Needs)

Based at York

Scale 6, 501: £9,566 - £11,805

Qualified and experienced for this post, to undertake significant case-work with young people in York, Selby and Scarborough Districts. The post is one of two specialist posts to work with Special Needs young people in the County.

Application forms (to be returned by 31 July 1987) and further particulars from the County Education Officer, Room 501, County Hall, Northcliffe Road, BAE, (BAE please), 480000

SUNDERLAND  
EDUCATION  
DEPARTMENT

WARDEN'S EQUAL OPPORTUNITIES  
OFFICER

On page 21, 17537 48000

HARINGEY  
LONDON BOROUGH OF  
HARINGEY  
EDUCATION  
DEPARTMENT

Guidance Officer for candidates holding the Diploma in Careers Guidance (Part 1 and 2, Scale 4, £10,702 - £11,385)

The post is temporary and is funded via Education Support Grant.

Application forms and further details available by sending an a.s.c. to the Borough Education Officer, Hutton Hey Road, Hutton, Knowsley L35 5YH to whom they should be returned by Friday, 31 July 1987. (17537) 48000

NORTH YORKSHIRE  
EDUCATION  
DEPARTMENT

SPECIALIST CAREERS  
OFFICER (Special Needs)

Based at York

Scale 6, 501: £9,566 - £11,805

Qualified and experienced for this post, to undertake significant case-work with young people in York, Selby and Scarborough Districts. The post is one of two specialist posts to work with Special Needs young people in the County.

Application forms (to be returned by 31 July 1987) and further particulars from the County Education Officer, Room 501, County Hall, Northcliffe Road, BAE, (BAE please), 480000

SUNDERLAND  
EDUCATION  
DEPARTMENT

WARDEN'S EQUAL OPPORTUNITIES  
OFFICER

On page 21, 17537 48000

Educational  
PsychologistsSUNDERLAND  
BOROUGH OF SUNDERLAND  
EDUCATION  
DEPARTMENT

SENIOR EDUCATIONAL  
PSYCHOLOGIST

The postholder will be responsible for the day to day management of one of the teams within the Educational Psychology Service. The postholder will be a member of the Senior Management Team of Education and will be expected to make a major contribution to service development. The ability to offer areas of specialist work would be an advantage.

Applicants should possess a 1st or 2nd class honours degree in Psychology (or equivalent), at least two years experience as a qualified teacher, a post graduate qualification in Educational Psychology and a minimum of 4 years experience as an Educational Psychologist.

Informal enquiries should be directed to Mr. M.A. Baumbach, Principal Educational Psychologist (Tel: 09-565 5560).

Application forms and further details (a.s.c.) from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland S2 8LN to be returned by 31st July 1987. (17537) 48000

School Health  
ServiceSOLIHULL  
HEALTH AUTHORITY  
COMMUNITY HEALTH  
SERVICES

HEALTH EDUCATION  
OFFICER

Salary: £8,566 - £10,436

Enthusiastic teacher/communicator is required to work with schools and youth service in Solihull to develop health education programmes for young people.

Appointment to commence as soon as possible. Closing date for applications: 2 August 1987.

Job description and application form available from: Personnel Department, Community Health Services, Marston Green Hospital, Service Lane, Marston Green, Birmingham B37 7YU. Tel: 091-765055. (17055) 480000

## CHIEF EXECUTIVE'S DEPARTMENT

The Glastonbury Centre  
Centre Manager/Trainer

£11,808 - £12,543

The Glastonbury Centre is a new venture in Sutton. It will house all the Council's training activities and, incorporate use by community groups, as well as providing a base for Advisory Teaching and training staff.

We are looking for a Manager for the Centre who would co-ordinate all the Centre's activities, and also participate where appropriate in some training courses. We need someone who is adaptable, enthusiastic and thorough, with proven experience in training.

If you are interested please contact Alan Oakley on 01-881 5162 or Ruth Appleton on 01-881 5121 for further details and an application form.

Closing date 5 August 1987. (06514)

LONDON BOROUGH OF  
SUTTON

AN EQUAL OPPORTUNITY EMPLOYER

Warwickshire  
County Council

## EDUCATION DEPARTMENT

ASSISTANT EDUCATION  
OFFICER (SCHOOLS)

Salary: P.O. 14-17, £17,574-£18,788

Applications are invited from candidates with successful teaching and LEA administrative experience for this senior post which is based in Warwick.

The postholder will be accountable to the Senior Education Officer (Schools) for a range of responsibilities in the management, planning and development of services to schools and pupils.

An essential car user allowance is payable and a settling-in allowance of up to £3,000 is available in appropriate cases.

Application form and further particulars are available from the County Education Office, ref. SP/PAW/AEO Schools, 22 Northgate Street, Warwick, CV34 4SP, (telephone: 0926 493451, ext. 2654).

Closing date 31st July 1987.

## SURREY

KINGSTON AND ESHER  
HEALTH AUTHORITY

HEALTH EDUCATION  
UNIT

23 Upper Brighton Road,  
Surrey

HEALTH EDUCATION  
OFFICER

(Special Responsibility for  
Schools)

A challenging opportunity exists in this lively and expanding unit for an energetic person interested in developing further our health education work in schools as well as contributing to the wider activities of the department.

Candidates should have a background in education or behavioural science and be able to demonstrate good communication skills.

Car owner/driver essential - must hold current full British Driving Licence.

Salary Scale: £9,280 to £11,124 per annum inclusive. Pay award pending.

For an informal discussion contact Bridget Rao, Director, Principal Educational Psychologist (Tel: 09-565 5560).

Application forms and job description from Community Health Services, Marston Green Hospital, Service Lane, Marston Green, Birmingham B37 7YU. Tel: 091-765055. (17055) 480000

## Peripatetic Posts

NORFOLK  
COUNTY COUNCIL

1) SENIOR PERIPATETIC  
TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

2) PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

3) SENIOR PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

4) SENIOR PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

5) SENIOR PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

6) SENIOR PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

7) SENIOR PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

8) SENIOR PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

UNIVERSITY OF  
CAMBRIDGE  
LOCAL EXAMINATIONS  
SYNDICATE  
Internal ExaminationsDEVELOPMENT OFFICER  
for RECORDS OF ACHIEVEMENT

The Syndicate has collaborated with Cambridgeshire County Council in developing a model for a Record of Achievement.

It wishes to appoint someone from 1st January 1988, with the ability to manage and extend this development as it is made available to schools and colleges throughout the UK and abroad.

The appointment will be for two years in the first instance, with a salary at an appropriate point between £2,735 and £14,026 (under review).

Graduates with appropriate experience are invited to write for further information to:

The Secretary, Council for Examinations Development, University of Cambridge Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU.

Completed applications should be returned by 14th August 1987. Three references will be required.

## Peripatetic Posts

NORFOLK  
COUNTY COUNCIL

1) SENIOR PERIPATETIC  
TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

2) PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

3) SENIOR PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

4) SENIOR PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

5) SENIOR PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

6) SENIOR PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

7) SENIOR PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

8) SENIOR PERIPATETIC TEACHER (Scale 3)

The successful applicant will be required to teach CELLO to groups in both primary and secondary schools, and to direct an Area Ensemble. He/she will also be responsible for advising upon and administering matters relating to string teaching in the Central Area (Norwich).

## PERIPATETIC POSTS

ROTHERHAM  
METROPOLITAN  
BOROUGH COUNCIL

As Equal Opportunities  
Employer

DEPARTMENT OF  
EDUCATION

SERVICE FOR HEARING  
IMPAIRED CHILDREN

Required as soon as  
possible.

PERIPATETIC  
TEACHER OF THE DEAF  
SCALE 3 - TSPA

An experienced and qualified teacher of the deaf to join a team of teachers working in primary and secondary schools.

Closing date: as soon as possible.

Further details are available from the Service for Hearing Impaired Children, Rotherham 866 01.

G. Crane, Director of Special Resources (1775) 670000

LONDON AND EAST ANGLIAN GROUP  
FOR GCSE EXAMINATIONS

East Anglian Examinations Board  
London Regional Examinations Board  
University of London School Examinations Board

Applications are invited for the following Chief Examiner appointments for the June 1988 examination.

General Certificate of  
Secondary Education Examination  
ARITHMETICGeneral Certificate of Secondary  
Education (Mature) Examination  
COMPUTER STUDIES

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from: The Secretary, London Regional Examinations Board, Lyon House, 104 Wandsworth High Street, London SW18 4LE. Application forms should be returned by 7th August 1987. (06897)

AMBITIOUS? LOOKING FOR A CHANGE?  
PROFESSIONAL? LOOKING TO EARN C.£17,000  
PLUS CAR? THEN READ ONMANAGEMENT TRAINER  
SOUTH WEST LONDON

We should like to use your professional skills in a position which will give you job satisfaction, a high salary, company car and other benefits. In return we should like you to... teach.

The British School of Motoring is the largest and most successful driving school in the world. We have recently conducted a major change in our operating procedure and as a result we are now seeking to further improve the performance of our nationwide branches (over 100) by means of planned professional training programmes.

It is within this context that we are seeking a professional management trainer who can significantly contribute to the improvement of management skills in our business. You will be responsible for:-

- Establishing training needs and designing management training courses
- Personally organising and conducting these courses
- Monitoring the progress of trainee branch managers
- Developing management techniques at branch level

You are probably a graduate, aged 28 plus. It is essential that you have at least five years experience of training and presenting in some context and previous commercial experience would of course be highly desirable.

This is a high profile position calling for a first class communicator who has flair and imagination, but who is also business aware with the ability to gain early credibility from line management. The desire to work in a highly competitive commercial environment is essential. Some travel within the UK will be involved.

Applicants, male or female, should write with full career details to: N.A. Jones, Personnel Manager, The British School of Motoring, 81-87 Hatfield Road, Wimplesley, London, SW19 5TJ. (06827)

## EDUCATION DEPARTMENT

## Educational Psychologist

£10,170 (QT 3.4) - £17,148 (HT 7) - under review

Applications are invited to become one of a team of three educational psychologists in the School Psychological Service, which is based in new purpose-built premises in central Newport. Applicants should have a good honours degree in psychology, at least two years relevant teaching experience and recognised postgraduate training. Previous experience as an educational psychologist will be an advantage and starting salary will take into account.

Applicants with special skills in working with pre-school children and/or with pupils with sensory handicaps will be particularly welcome. Applications from suitably experienced and qualified candidates looking for a part time post will also be considered.

Informal enquiries may be made to the Principal Educational Psychologist, Mr. D. Gold (0983-324031, Ext. 345). Further details and application form can be obtained from the County Personnel Office, County Hall, Newport, NP23 1UD.

Closing date: 4th August 1987.

Isle of Wight  
County Council

## Miscellaneous

THE SCHOOL  
MATHEMATICS PROJECT

The Trustees of the SMP wish to appoint an experienced teacher of SMP 11-16 as CO-ORDINATOR/DEVELOPMENT OFFICER.

- The person appointed will assume responsibilities in the following areas:
- Organisation of further developments of the course
- In-service training
- Support of local SMP 11-16 User Groups
- Liaison with examination boards.

The work will be based in the south of England and involve a fair amount of travel.

The appointment will be for 3 years from 1st January 1988. The salary will be Scale 4 or Senior Teachers' Scale depending on the experience of the successful candidate.

For further details write to: Mr. Chris Little, Executive Officer, The School Mathematics Project, The University, Southampton SO9 5NH.

The closing date for application will be 30 September 1987. (17184) 680000

NORTHANTS. Part time  
tutors required in all sub-  
jects. Hamilton House,  
Brixworth, 0604 881889,  
178461 680000CUMBRIA  
DENTON HOUSE  
OUTDOOR EDUCATION  
CENTRE

Parlith Road, Keswick  
CA12 4J7

TEMPORARY TEACHER  
(Scale 3)

Required for 1st Sept 1987, or a.s.a.p. thereafter, a temporary teacher (3 years) for this outdoor education centre (Scale 3).

Enthusiastic, suitably qualified and/or experienced teachers are invited to apply.

Application form and further details from the Director of Education, 15 Portland Square, Carlisle CA1 1PU (a.s.a.p. please). Closing date 31.07.87 (17775) 680000

HOW TO SUCCEED  
BY DEGREES...

Our clients who are based on the north east London outskirts are a well established Recruitment Advertising Agency with some important clients in the Public Sector.

They are looking for a teacher who is looking for a change.

If you are young, ambitious and have at least as much initiative as you have qualifications then you could be their next TRAINEE ACCOUNTS EXECUTIVE.

The rather grand title means that you would be responsible for interpreting a clients recruitment problems and initiating orders to the media.

Upon completion of your training you will be earning around £12,000 p.a. plus other benefits. Including profit sharing and a company car.

Send your c.v. and a covering letter to:

Martin Christopher  
Park, Christopher Associates.  
BCM PCA  
London WC1N 3XX

We are looking for a  
TEACHER  
PSYCHOLOGIST  
or SPEECH THERAPIST

living in the North of England  
to join our Sales Department as an Area Manager.

NFER-NELSON is the UK's leading publisher of tests and assessments for education, for the clinical and caring professions and for the business market.

The Area Manager's role is to represent the Company to customers through direct visits or at seminars, workshops or exhibitions. The job will be home-based and location north of Derby/Nottingham would be preferred.

We offer a Company car, competitive salary and the usual allowances. In return we are looking for a self-motivated, energetic person willing to become fully involved in this demanding role. Selling experience would be useful but not essential.

For further details and an application form, please telephone or write to: Sue Martland, NFER-NELSON, Darville House, 2 Oxford Road East, Windsor, Berkshire SL4 1DF. Windsor (0753) 858861 (06921)

## PERIPATETIC POSTS

ROTHERHAM  
METROPOLITAN  
BOROUGH COUNCIL

As Equal Opportunities  
Employer

DEPARTMENT OF  
EDUCATION

SERVICE FOR HEARING  
IMPAIRED CHILDREN

Required as soon as  
possible.

PERIPATETIC  
TEACHER OF THE DEAF  
SCALE 3 - TSPA

An experienced and qualified teacher of the deaf to join a team of teachers working in primary and secondary schools.

Closing date: as soon as possible.

Further details are available from the Service for Hearing Impaired Children, Rotherham 866 01.

G. Crane, Director of Special Resources (1775) 670000

LONDON AND EAST ANGLIAN GROUP  
FOR GCSE EXAMINATIONS

East Anglian Examinations Board  
London Regional Examinations Board  
University of London School Examinations Board

Applications are invited for the following Chief Examiner appointments for the June 1988 examination.

General Certificate of  
Secondary Education Examination  
ARITHMETICGeneral Certificate of Secondary  
Education (Mature) Examination  
COMPUTER STUDIES

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from: The Secretary, London Regional Examinations Board, Lyon House, 104 Wandsworth High Street, London SW18 4LE. Application forms should be returned by 7th August 1987. (06897)

AMBITIOUS? LOOKING FOR A CHANGE?  
PROFESSIONAL? LOOKING TO EARN C.£17,000  
PLUS CAR? THEN READ ONMANAGEMENT TRAINER  
SOUTH WEST LONDON

We should like to use your professional skills in a position which will give you job satisfaction, a high salary, company car and other benefits. In return we should like you to... teach.

The British School of Motoring is the largest and most successful driving school in the world. We have recently conducted a major change in our operating procedure and as a result we are now seeking to further improve the performance of our nationwide branches (over 100) by means of planned professional training programmes.

It is within this context that we are seeking a professional management trainer who can significantly contribute to the improvement of management skills in our business. You will be responsible for:-

- Establishing training needs and designing management training courses
- Personally organising and conducting these courses
- Monitoring the progress of trainee branch managers
- Developing management techniques at branch level

You are probably a graduate, aged 28 plus. It is essential that you have at least five years experience of training and presenting in some context and previous commercial experience would of course be highly desirable.

This is a high profile position calling for a first class communicator who has flair and imagination, but who is also business aware with the ability to gain early credibility from line management. The desire to work in a highly competitive commercial environment is essential. Some travel within the UK will be involved.</



